DOCUMENT RESUME

ED 181 568 EA 012 362

AUTHOR	Crouthamel, Willard; Preston, Stephen M.
TITLE	Needs Assessment Resource Guide.
INSTITUTION	Georgia State Dept. of Education, Atlanta.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE	79
CONTRACT	400-76-2451
NOTE	103p.; For related documents, see EA 012 356-361
AVAILABLE FROM	Georgia Department of Education, 303 State Office Building, Atlanta, GA 30334 ($0.30)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Administrator Guides; *Annotated Bibliographies; *Data Analysis; Directories; Educational Objectives; *Evaluation Methods; *Needs Assessment; Questionnaires; Records (Forms); School Surveys; School Systems; *Tests
IDENTIFIERS	*Georgia; Linking Agents; *Research and Development Utilization Program

ABSTRACT

This resource guide, one of seven related documents, contains suggestions and materials to help schools implement a six-step needs assessment process. The guide is divided into ten sections that cover alternative needs assessment systems, informing the community, felt needs instruments, sample preplan, data analysis tips, reporting results, causal analysis instruments, statements to consolidate need areas, and goals for education in Georgia. In addition to a general resource bibliography, the guide offers an annotated bibliography of tests and of educational documents from the ERIC collection. (Author/LD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181568

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RESEARCH AND DEVELOPMENT UTILIZATION PROJECT

GEORGIA DEPARTMENT OF EDUCATION

Needs Assessment

Resource Guide

Written by
Willard Crouthamel
and Stephen M. Preston

EA 012 362

NEEDS ASSESSMENT RESOURCE GUIDE

Table of Contents

Part 1	Alternative Needs Assessment Systems	1
Part 2	Informing the Community: Participation Letters, News Releases, Sources of Community Agencies	9
Part 3	Felt Needs Instruments (Student, Teacher, Administration)	15
Part 4	Sample Pre-Plan	29
Part 5	Data Analysis Tips	33
Part 6	Reporting Results	43
Part 7	Causal Analysis Instruments	49
Part 8	Causal Analysis - Statements to Consolidate Need Areas	85
Part 9	Product Goals for Education in Georgia	87
Part 10	Resources/Bibliographies	94

part 1

Alternative Needs Assessment Systems

There are numerous needs assessment processes available. The table below lists a number of recognized needs assessment models which have been developed nationally. This list is by no means inclusive. The table provides, however, examples of a variety of approaches in terms of process, complexity and sophistication. Most of these models are based upon the idea of determining discrepancies. The most commonly used process is to (1) generate or select system goals and rank them for importance, (2) determine the present status of each goal, or existing conditions, (3) identify and analyze discrepancies between the goals and present status and (4) assign priorities to the discrepancies. The model presented in the **Checklist** and **User's Manual** deviates from this procedure in that it substitutes "conditions or problems identified as prevailing in the schools" in place of goals.

Making the selection of a needs assessment model more difficult are several problems. First, there is little or no agreement on such questions as "what is a need" and "when should a needs assessment be conducted." Second, needs assessment models focus on a wide variety of components: what grade levels are assessed, whether outcome/process oriented, whether goal setting methods are used, what methods for determining discrepancies are employed, what instruments are used, and what are the different methods for assigning priorities. Some developers point out that the discrepancy model is only one approach; others include the "judicial", the "situational", the "goal free", and the "problem identification and resolution" approach. (See Part 10 "Resources/Bibliographies" for references to these styles.) Others claim that needs assessment hinges upon (1) the degree to which the model includes performance criteria derived external to the educational system (e.g. ability of students to succeed once trained by the schools) and (2) the degree of partnership involvement (e.g. parents, learners, community members, educators). Finally, needs assessment activities can be incorporated into existing organizational structures or they may constitute a separate, but parallel, strategy, which complements other aspects of the total school program.

Table 1

Matrix of Characteristics of Selected Needs Assessment Models

Models/Approaches	Grade Level			Materials Available								Goal Setting								Methods											
												Method		Kinds		Goal Ranking				Determining Present Status					Identifying Discrepancy			Assigning Priorities To Needs		
	Elementary	Secondary	College	Manual(s)	Survey(s)	Data Forms	Cards for Q-Sorts	Kit of Materials	Audiovisual Orientation	Instruction for In-Service		Provides Set of Goals	Provides Method for Generating Goals	Process/Outcome	Learner/Institution	Card Sort	Rating Scale	Statistical	Goals Not Ranked	Rating Scales	Performance Data	Demographic, Statistical	Opinion Polls, Surveys	Concerns Analysis	Narrative or Descriptive	Arithmetical Difference Score	Weighted Formulas	Take Top-Ranking Discrepancies	Weighting Procedure	Relates Needs or Discrepancies to Other Factors	
ACNAM	●			●	●	●		●				●		PO	L				●		●	●	●		●				●		
Battelle		●	●	●	●							●		P	L.1		●			●					●			●			
Bucks County	●			●	●							●		O	L	●	●			●	●										
CSE	●			●	●	●	●	●				●		O	L	●	●	●			●				●		●		●	●	
Dallas	●	●		●	●								●	P			●			●	●					●			●	●	
Educ. Systems Assoc.	●	●		●	●								●	PO	L.1		●			●	●	●	●	●		●			●	●	
Fresno	●	●		●					●	●			●						●				●					●			
IGI			●	●	●							●		PO	L.1		●			●											
PDK	●	●		●	●		●	●		●		●		O	L	●	●			●					●		●		●	●	
Westinghouse		●		●	●							●		O	L		●			●							●		●		
Worldwide	●	●	●	●					●	●			●	PO	L				●	●	●	●	●	●	●	●	●		●		●

NOTE: This analysis is based on inspection of published materials and some case studies. In practice there may be variations.

Table 1 (continued)

Reprinted with permission of Belle Ruth Witkin, Ph.D., Alamedia County Schools, Hayward, Cal.

Models/Approaches	Output of the Needs Assessment					Communication or Interaction					Language and Culture		Sampling Guide-Lines	Major Costs Required							Estimated Time Span Required
	Ranked List of Goals	Ranked List of Concerns	Ranked List of Needs or Discrepancies	Statements of Concerns	Profile or Other	Written Survey	Polls or Interviews	Small Group Discussions	Large Conferences	Advisory Committee(s) or Task Force	Spanish Language Translation	Multicultural Content		Instruments or Materials	Development	In-Service	Data Analysis	Consulting	Management, Personnel	Contract Charge	
ACNAM					●	●					●	●	Yes	●			●				1-2 months
Battelle			●			●							Yes	●						●	± 1 month
Bucks County					●	●						●	No	●			●				not given
CSE	●		●		●	●							Yes	●			●				2-3 months
Dallas		●	●		●	●		●		●			No		●	●			●		4 months
Educ. Systems Assoc.	●	●	●		●	●	●					●	Yes		●			●	●	●	2-3 months
Fresno		●		●				●	●	●			No		●	●			●		2-4 weeks
IGI	●				●	●							No	●			●				not given
PDK	●		●					●		●	●		Yes	●					●		6-12 months
Westinghouse	●		●			●							Yes	●			●			●	± 1 month
Worldwide		●	●	●	●	●	●	●	●	●		●	Yes	●	●	●	●	●			7-8 months

Among the many alternative approaches to needs assessment (to the method described in the **User's Manual**) most start with procedures for setting or rating goals. The school system may generate its own goals or adopt or adapt lists taken from other sources. Most discrepancy instruments furnish these lists. In such cases, the needs assessment typically begins with ranking goals according to importance.

The most common methods for ranking goals incorporate Likert-type scales and card sorts. Others include budget allocation methods, paired-weighting procedures, and magnitude estimation scaling.

Ratings by scales. Each respondent is provided with a printed list of goal statements and is asked to rate each one separately, usually on a five-point scale of importance. Mean scale values are generally computed for each goal and the goals are then ranked for importance.

Card sorts. Each respondent (or small group of respondents) receives a pack of cards with 20-30 goal statements, which are then sorted into 3-5 piles indicating degrees of importance. Points are assigned to each importance rating, and group totals and means for each goal are computed. If desired, the sorting can be forced to yield equal numbers of goals in each pile. The process may be repeated with different groups and the ratings averaged across groups, or analyzed separately and discrepancies noted.

Budget allocation. This is a method for forcing decisions to be made on goal importance so that respondents will not rate all goals as being of major importance — an outcome which often occurs with simple rating scales. In this method, each rater allocates a number of points (or dollars) among a set of goals usually twice the number of points as there are goals. For example, with a list of 20 goals, the rater must allocate no more than 40 points to the goals. Using either paper and pencil or stacks of goal cards and counters, each rater allocates points for each goal of a five-point scale until all points are used up. The method is well-suited to use in small groups with discussion on priorities.

Paired-weighting procedure. Another forced-choice method, suitable for ranking goals or conditions when the number of statements is under 20, is a procedure in which every goal is compared with every other goal. Only one decision is made for each pair, e.g., is Goal 1 more important than Goal 2, or is Goal 2 more important than Goal 1? Weights are summed for each goal across all respondents, and then rank-ordered for importance.

Magnitude estimation scaling. This technique provides ratio scale expressions of the relative importance of a list of goals (Dell, 1973, 1974; Dell and Meeland, 1973). A referent goal is assigned an arbitrary value. Each respondent compares all other goals on the list with the referent, and assigns values to each in comparison with the referent. Example: if referent is given a value of 50, goal 1 might be rated 100, goal 2, 25, and so on. The geometric means of all ratings multiplied by a constant gives an evaluation score; the standard deviation of the logarithm of responses gives a level of agreement score.

Magnitude estimation scaling thus shows the relative distance between goals, not just the rank order. The scaling can be displayed graphically to show comparisons within and between respondent groups, and judgments can be made for upper and lower importance thresholds for the range of scores, as well.

All the above methods for rating and ranking goals can be used for any other set of statements related to needs assessment, such as desired conditions, solutions, conditions in the institution, or other matters on which the decision-makers wish to obtain estimates of relative importance as perceived by client groups. (As advocated in the accompanying Users Manual.)

Table 2 below presents advantages and disadvantages of alternative procedures used in needs assessment.

Table 2

Advantages and Disadvantages of Alternative Procedures used in Needs Assessment

PROCEDURE	ADVANTAGES	DISADVANTAGES
GOAL SETTING		
Generate own goals	Encourages community involvement; partners must work out their philosophy; different groups reconcile differences on educational purposes; partners feel a commitment to the goals.	Very time-consuming; impetus for needs assessment may be dissipated; partners may think that the list of goals equals "needs"; differences among client groups must be reconciled.
Use preset list	Takes much less time; goals usually at a consistent level of generality; goals less likely to be confused with solutions or problems; usually have been set by experts, and likely to be stated more consistently; prevents "reinventing the wheel."	There may be too many or too few for local situation; goals may not apply; may be too narrow or too broad; may include only immediate goals, not future ones; often cover only the cognitive domain; some lists confuse learner and institutional goals; may limit the creative thinking of the group.
GOAL-RATING METHODS		
Card Sorts	Easy to use individually or in small groups; most people enjoy the process; allows for interaction, if desired.	May be too mechanical; difficult to do if the number of goals is very large; must have packaged materials or make them.
Rating sheets or goal-rating questionnaires	Easy to use; easy to duplicate materials; rater can see all goals or items at once.	Respondents may fall into a pattern due to the order of the items; not as interesting as card sorts; individual judgments only.
Paired weighting procedure	More exact than simple ratings or card sorts; people enjoy it; easy to get group ratings.	Process cumbersome if more than 10 or 12 goals; forced choices sometimes difficult.
Magnitude estimation scaling	Shows **relative** rankings; greater specificity; gives better data for analyzing reasons for discrepancies between respondent groups; easy to administer; shows response patterns of subgroups.	Scoring and data analysis more difficult than other methods—need computer; technique not widely known; takes longer to analyze and graph data than simple "difference" techniques.

Table 2 (continued)

PROCEDURE	ADVANTAGES	DISADVANTAGES
DETERMINATION OF "WHAT IS"		
Perceptual judgments of parents, teachers, and students	Can compare perceptions of different groups; perceptions are valid data of a kind; easy to compare goal importance with goal attainment on similar scales; usually easy to quantify; can be related to "hard" data.	May not reflect the actual situation; if sampling is inadequate, results will be biased; ease of quantifying may obscure invalid data; tends to oversimplify the problems; based on limited knowledge.
Standardized tests (norm-referenced)	Data are quantifiable; data can be easily compared over time, for ongoing assessments; data can be related to goals or objectives; groups of students may be compared; provides baseline data on the level of need.	Test norms may not be appropriate for a given population; tests may be inappropriate for the goals used; if too much reliance on test, other data and values may be overlooked; usually reflects only cognitive achievement.
Criterion-referenced tests	Can be directly related to local goals; can help define "what should be" as competencies to be mastered.	Criterion levels may be arbitrary or invalid; may be difficult to interpret scores for degree of "need."
Student work	Gives evidence of creativity, divergent thinking not tapped by most tests; can be related directly to school goals.	Difficult to quantify data and to compare groups for extent of "need"; some goals might not have appropriate "products"; more time-consuming than examining ratings or tests.
DISCREPANCY ANALYSIS		
Simple differences between two sets of ratings	Easy to do; does not need consultant help or computer; low cost and time.	Oversimplifies the decision making; if either set is invalid, the results will be invalid; may provide irrelevant information.
Combined analyses in qualitative statements	Takes more factors into consideration; can integrate perceptual data with test scores and input data; allows more differentiation; usually more valid than difference scores.	Harder to do; more time-consuming; most models offer no guidelines for this method; not as easy to communicate results to public.
Criticality index or function	Relates goal importance and goal attainment functionally; can differentiate more critical from less critical goal areas multidimensionally; easy to graph and communicate the results.	Apparent precision may obscure invalid data on either dimension.

PROCEDURE	ADVANTAGES	DISADVANTAGES
SETTING PRIORITIES		
Take goals rated highest in importance	Easy to do; shortens time for assessment, allows more time for program planning and action on goals.	Least valid method; a **goal** is not the same as a **need**.
Use highest ranked goals which also show highest discrepancies in attainment	Fairly easy to do; takes two factors into consideration.	May oversimplify the real situation; does not take factors of feasibility or utility into account.
Decision rule (e.g., CSE)	Takes many factors into account; puts emphasis on priorities for action; results more likely to be implemented, because more specific than other methods.	Takes more time; not as easy to explain to working committees; may seem too complex; may overemphasize utility at expense of innovativeness and new directions for the school.
SPECIAL PROCEDURES		
Critical Incident Technique	Concrete; does not start with assumptions of what "should be"; uses everyday language of participants; good at assessing system needs affecting learner attainment.	Implications of the incidents not always clear; may be difficult to categorize incidents; translating incidents into goals may confuse learner and institutional goals.
Delphi Technique	Prevents over-influence of opinion leaders on group deliberations; provides feedback and opportunity to modify opinions; demonstrated success in reaching consensus; ensures anonymity of responses.	Time-consuming; may require research assistance.
Fault Tree Analysis	Needs are derived on a logical basis; traces causes of discrepancies; interrelates hundreds of events in graphic form; has qualitative and quantitative base for assigning priorities.	Requires a trained FTA analyst to construct and quantify the tree; may be too time-consuming; does not follow classic discrepancy approach; participants must be trained to give inputs and assist in quantifying.

Reprinted with permission of Belle Ruth Witkin, Ph.D., Alamedia County Schools, Hayward, Cal.

part 2

Informing the Community: Participant Letters, News Releases, Sources of Community Agencies

Informing the community is the responsibility of the project director. Since the success of the needs assessment process depends so much on community participation, every avenue for publicity should be explored.

A. **PTA and Other School Groups**
School-related groups should be vitally interested in needs assessment and may prove to be a most valuable source of volunteers.

The most efficient method of publicity in this case would be to delegate authority to the school principals. They should contact the presidents of all school-related groups - preferably by phone or in person - and explain to them the purposes of the needs assessment project. The presidents should then present the idea to their groups at the next scheduled meeting. If possible, the project director or a member of his staff should make the presentation.

Time limitations may mean that certain groups don't have a meeting scheduled before needs assessment actually begins. In this case, the president of the club should distribute an announcement explaining the project and calling for interested volunteers.

B. **Service Clubs and Other Community Groups**
As with school groups, community organizations can be a valuable source of inputs into the student needs assessment project. Here we find a concentration of people who are the "movers and shakers" of the community. However, they are also very busy, so they should be called upon as soon as the project director becomes familiar with needs assessment.

The most effective method of contact would be for the project director and his staff to meet with these clubs personally. Where scheduling problems occur, an announcement similar to the one used for school groups should suffice.

Since there are so many community leaders associated with community groups, contact with them can greatly reduce the time requirements of the recruitment effort. They should not be overlooked.

C. **Utilization of Media**

The importance of media like television, radio, and newspapers is a recurrent topic today. Most people in the community are reached by at least one of these.

The project director should be prepared with news announcements at least two weeks prior to the school committee meetings. An announcement of the critical student needs of the district should follow their selection by the district superintendent and the project director.

Prior to actual assessment the news releases should contain the following:

Brief explanation of the project

Dates and places for meeting

Request for volunteers and community support.

D. **Notices to parents**

Even such a comprehensive effort of informing the community as is suggested here may miss some valuable sources of input. Notices should be sent from **each school** to parents by way of their children in school.

The notice should contain basically the same information as the Needs Assessment Project Announcement for school groups. The notices should be sent at least a week before the project is scheduled to begin.

E. Individuals and groups to be contacted could include:

1. Alumni
2. Businessmen
3. Communications Media
4. Organizations
   a. Chamber of Commerce
   b. Community agency (Children Services, etc.)
   c. Exchange Club
   d. Fraternal (Masons, Knights of Columbus, etc.)
   e. Junior Chamber of Commerce
   f. Kiwanis Club
   g. League of Women Voters
   h. Lions Club
   i. Merchants Association
   j. PTA
   k. Racial or ethnic groups
   l. Religious groups
   m. Rotary Club
   n. Unions
   o. Veterans and Patriotic Societies
   p. Women's clubs
9. Parents
10. Pupils
11. School personnel
    a. Administration
    b. Non-teaching staff
    c. Teaching staff
12. Taxpayers (with no children in school)

Sample Invitation Letter
for Needs Assessment Core Committee

Dear Mr. (Mrs. Miss) _____

It is with considerable enthusiasm that we are planning an extensive evaluation of our schools. We're sure you will agree with us and our Board of Education that the value of such a project will be tremendous. It is expected that total staff involvement in this needs assessment will result in action benefiting the education of every youngster in all of our public schools. The key direction to be given this important project will come from the Steering Committee. This group, comprised of a cross-section of administrators, teachers, students, and community people, will work closely with us to guide our assessment throughout the coming year. We would be particularly pleased if you would join the group.

Your representation of the area of endeavor in which you have proven yourself is important to the success of the project. Please do not hesitate to contact either of us concerning our desire to have you as a member of the Steering Committee.

Sincerely,

_____ Superintendent

_____ Chairman,
Steering Committee

RECRUITMENT LETTER REPLY FORM

I will ___ will not ___ be available to participate in the (name of system) assessment of critical educational needs.

Comments: _____

_____

_____

_____

_____

_____

_____

_____

(Signature)

SAMPLE FORM FOR STUDENT REPRESENTATIVE ANNOUNCEMENT

TO: All Students

FROM: (Principal)

SUBJECT: Educational Needs Assessment

Do you ever feel like things would be a lot better around here if only somebody would listen to your opinions? Here's your chance.

The (name of school district) is looking for ways to improve the educational achievement of its students. We need your help to identify our most critical educational needs. That means we want the opinions of all students, not just the ones who are doing well now.

If you want to help, please contact (principal or his designate) before (next day, noon).

*SAMPLE LETTER TO COMMUNITY REPRESENTATIVES

Dear _____:

The Board of School Trustees is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish educational goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide a stimulating and rewarding experience for those who participate. We are asking for a commitment on your part to assist us in this extremely important activity.

If you agree to provide this assistance to the district, we will ask you to attend two evening meetings. The first will be held on _____ and the second, one week later, on _____. Both meetings will begin at ____ p.m. — both meetings are scheduled to last no longer than three hours.

The purpose of ranking the goals in order of importance will give your district's teachers guidance and direction in their planning of lesson materials. During the course of several months, the teachers and administrators will then be writing measurable objectives to meet the requirements of the goals you have helped to set for the community.

Phi Delta Kappa Administrator's Manual on Educational Goals and Objectives, p. 14.

SAMPLE NEWS RELEASE #1

Announcement of Needs Assessment Project to General Public

_____ announced today the beginning of an intensified effort to improve the learning opportunities of students in the _____ . This effort will eventually involve people from all areas of the community, young, middle age, and retired; white and black; wealthy and not so wealthy; business people, parents, and citizens of the community in general. The help of each of you is essential if the educational opportunities in our community are to become even better.

An important step in this undertaking is to determine the most critical student needs. This will be accomplished first by the use of questionnaires to collect data which will then be assembled and presented to the public for their assessment during a number of open forums. The purpose of these forums is to give you, the citizens of _____ , an opportunity to have a voice in the direction your schools should take.

_____ said that community participation is essential if school officials are to be successful in helping each and every child in _____ .

SAMPLE NEWS RELEASE #2

Progress Report to General Public

_____ announced today that a concentrated systemwide effort is well under way to determine the most critical student needs in _____ .

The Steering Committee is compiling the returns of questionnaires received to date, and anticipate making public the results as soon as all returns are received. _____ stated that without the community support he has seen so far, plans for the improvement of education in _____ would have been impossible.

SAMPLE NEWS RELEASE #3

Announcement of the Conclusion of the Needs Assessment Study

Critical Student Needs Identified

After months of collecting information from all segments of the _____ and the citizens of _____ the critical student needs have been identified. _____ listed these needs as:

(insert list of critical student needs — 10 to 15 maximum)

The superintendent stated that planning is already underway for working towards meeting these needs. He announced that further studies will be carried out periodically to insure that the school system remains responsible to the changing needs of the students.

He further stated that the needs assessment has been invaluable in determining where the maximum resources of the school should be directed. _____ wanted to take this opportunity to convey his thanks to all of you in the _____ and community for the cooperation which made the success of this study possible.

Unless otherwise indicated, material for Part 2 was reproduced from:

Hoenes, Ronald L., N. Kemp Mabry and John M. Morris. **District/School-Perceived Needs Assessment Package.** Georgia Southern College, Statesboro, Georgia 30458, 1976.

part 3

Felt Needs Instruments

This part of the Resource Guide contains three felt needs instruments; one appropriate for students, one for teachers and one for administrators. The instruments have been adapted from these 1975 surveys developed by Hoenes and Chissom:

1. **Evaluation by Students** (Administered to 1007 students in grades 5-12 and resulting in a split-half reliability of .93).

2. **Evaluation by Faculty** (Administered to 259 public school teachers from all grade levels and resulting in a split-half reliability of .87).

3. **Evaluation by Administration** (Administered to 53 principals and assistant principals from elementary, junior and senior high schools).

The instruments contained herein are different in several respects from those reported above and have been specifically tailored to the needs assessment model described in the **Users Guide**. Consequently, do not expect to obtain the same reliability figures.

The first instrument, the **STUDENT SURVEY**, covers self, school environment and the curriculum (plus some questions on teachers). The **FACULTY SURVEY** covers self, students, curriculum and administration. Finally, the **ADMINISTRATORS SURVEY** covers school organization, students, staff and the curriculum.

The format for these instruments, plus scoring and ranking procedures, is described in the **Users Manual** (Step 1, Tasks 3). Basically this format consists of a number of statements to be assessed by the respondents in two ways. Each respondent is first to judge the degree of importance of the statement and then judge the degree the statement is true (either true to the respondent or true in the school, depending on the way the statement reads).

Some of the statements to be assessed are contained on only one of the 3 instruments, but many are contained on two or all three instruments (in one form or another). For example, the curriculum sections of the three instruments are almost exactly the same (except for minor word changes). Some statements from other parts of the surveys are quite similar across instruments and therefore group responses to these statements can eventually be compared. For example, "I AM GOOD IN SCHOOL WORK" is a statement from the STUDENT SURVEY, and "STUDENTS HAVE A POSITIVE ATTITUDE TOWARD SCHOOL AND LEARNING" is a comparable statement from the **Faculty Survey**. Sometimes a single statement from an instrument will bear resemblence to two or more statements from another instrument. The table which follows the three surveys matches statements which are similar across instruments so that comparisons between and among respondent groups concerning felt needs can be made and priorities determined (explained in Step 4 of the **Users Manual**).

The purpose of the three instruments presented below is to elicit felt needs from students, teachers, and administrators in general categories. In Step 4, the core committee must choose 5-10 most pressing needs and place these in priority order. The three instruments presented here were designed to cover similar categories of need which have occured often in school systems in Georgia. Some statements pertain to only one of the three groups, however. If any of these questions result in a very high discrepancy score, the core committee might consider including these on the final list even though they relate to only one population. Finally, and this is most important, do not hesitate to add statements of your own to these instruments. If there is a particular area of concern not covered in the instruments, design some specific questions of your own for the appropriate group(s). The only caution is to be careful of wording so that they are stated in positive terms. A negative statement (i.e. "Our system does **not** have enough teacher aides.") will reverse the values of the discrepancy scales.

STUDENT SURVEY

This survey has been developed to give you an opportunity to express your views about a number of areas which affect you in school each day. You are encouraged to respond quickly and honestly so that good school practices may be continued, while poor ones can be improved. Listed on the next few pages are 52 statements to which you should respond in two ways. Please circle on the left how important that statement is to you. Please circle on the right the degree to which that statement is **true** for **you** in school.

Degree Important to YOU						Degree True for YOU				
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Items 1-10 are about YOURSELF in school.										
1	2	3	4	5	(1) Teachers like me.	1	2	3	4	5
1	2	3	4	5	(2) Most people are fair with me.	1	2	3	4	5
1	2	3	4	5	(3) I am popular in school.	1	2	3	4	5
1	2	3	4	5	(4) I am smart and have good ideas.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(5) I am good in school work.	1	2	3	4	5
1	2	3	4	5	(6) I am happy in school.	1	2	3	4	5
1	2	3	4	5	(7) I work well with others in school.	1	2	3	4	5
1	2	3	4	5	(8) I am proud of me.	1	2	3	4	5
1	2	3	4	5	(9) I handle most of my problems well.	1	2	3	4	5
1	2	3	4	5	(10) I can usually finish what I start.	1	2	3	4	5
Items 11-25 are about the COURSES offered in your school.											
1	2	3	4	5	(11) The courses are preparing me to become a good citizen.	1	2	3	4	5
1	2	3	4	5	(12) The courses give me a wide variety of choices.	1	2	3	4	5
1	2	3	4	5	(13) The courses help students develop vocational skills so they can get a job immediately after high school graduation.	1	2	3	4	5
1	2	3	4	5	(14) The courses prepare students wishing to attend college.	1	2	3	4	5
1	2	3	4	5	(15) The courses prepare students who want to go to vocational or business school after graduation from high school.	1	2	3	4	5
1	2	3	4	5	(16) The courses make provisions for individual differences among students.	1	2	3	4	5
1	2	3	4	5	(17) The courses encourage me to assume responsibility for my learning.	1	2	3	4	5
1	2	3	4	5	(18) My school program provides a balance between the regular classroom program and extra curricular activities (clubs, sports, etc.).	1	2	3	4	5
1	2	3	4	5	(19) The courses help me meet the problems of real life.	1	2	3	4	5
1	2	3	4	5	(20) The present communication and language skills program is meeting the needs of students at my school (reading, speaking, listening, writing).	1	2	3	4	5

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(21) The present mathematics program meets the needs of students at my school.	1	2	3	4	5
1	2	3	4	5	(22) The present science program meets the needs of students at my school.	1	2	3	4	5
1	2	3	4	5	(23) Contemporary problems and issues are emphasized at my school (current events, multi-cultural studies).	1	2	3	4	5
1	2	3	4	5	(24) A wide variety of appreciation or interest activities are available (recreational, art, music, theatre, hobbies).	1	2	3	4	5
1	2	3	4	5	(25) Physical, health and social activities meet students needs.	1	2	3	4	5
Items 26-40 are about the ENVIRONMENT of the school.										
1	2	3	4	5	(26) My school is an attractive and pleasant place to attend.	1	2	3	4	5
1	2	3	4	5	(27) My school is safe for me to attend.	1	2	3	4	5
1	2	3	4	5	(28) My school has a good counseling program for problems or questions I may have.	1	2	3	4	5
1	2	3	4	5	(29) My school schedule allows me to take the courses I want and/or need to take.	1	2	3	4	5
1	2	3	4	5	(30) My school has adequate space.	1	2	3	4	5
1	2	3	4	5	(31) My school has adequate supplies and equipment.	1	2	3	4	5
1	2	3	4	5	(32) My school has adequate library facilities and resources (books, etc.) for the work I must do.	1	2	3	4	5
1	2	3	4	5	(33) My school has a fair grading system.	1	2	3	4	5
1	2	3	4	5	(34) The halls and classrooms are clean and pleasant.	1	2	3	4	5
1	2	3	4	5	(35) Our lunchroom serves good lunches.	1	2	3	4	5
1	2	3	4	5	(36) My bus driver maintains order on the bus.	1	2	3	4	5
1	2	3	4	5	(37) The school grounds are attractive and functional.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(38) The lunchroom is a pleasant place to eat.	1	2	3	4	5
1	2	3	4	5	(39) My classes are interesting.	1	2	3	4	5
1	2	3	4	5	(40) Special help is available if I need it.	1	2	3	4	5
Items 41-52 are about your TEACHERS and PRINCIPAL.										
1	2	3	4	5	(41) My teachers are pleasant to be with.	1	2	3	4	5
1	2	3	4	5	(42) My teachers have a desirable influence on my values and attitudes.	1	2	3	4	5
1	2	3	4	5	(43) My teachers encourage and respect my ideas and point of view.	1	2	3	4	5
1	2	3	4	5	(44) My teachers give help when I ask for it.	1	2	3	4	5
1	2	3	4	5	(45) My teachers provide valuable learning experiences for me.	1	2	3	4	5
1	2	3	4	5	(46) My teachers emphasize the good in me and my work.	1	2	3	4	5
1	2	3	4	5	(47) My teachers punish fairly.	1	2	3	4	5
1	2	3	4	5	(48) My teachers encourage me to assume responsibility for my own learning.	1	2	3	4	5
1	2	3	4	5	(49) My principal is interested in student problems.	1	2	3	4	5
1	2	3	4	5	(50) My principal handles discipline problems fairly.	1	2	3	4	5
1	2	3	4	5	(51) My principal maintains close contact with students.	1	2	3	4	5
1	2	3	4	5	(52) My principal is fair in his dealings with students.	1	2	3	4	5

Please list anything else about your school which you think is important and should be improved:

FACULTY SURVEY

This instrument has been developed to give you an opportunity to express your views about a number of areas which have a direct affect on you in school each day. You are encouraged to respond quickly and honestly so that good school practices may be maintained, while poor ones can be improved. Listed on the next few pages are 56 statements to which you should respond in two ways. Please circle on the left how important that statement is to you. Please circle on the right the degree to which that statement is **true** for **you** in school.

Degree Important to YOU							Degree True for YOU				
Very Important	Important	Undecided	Little Importance	No Importance			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Items 1-12 are about YOURSELF as a teacher.											
1	2	3	4	5	(1)	I am satisfied with my present teaching assignment.	1	2	3	4	5
1	2	3	4	5	(2)	My present position fits my training.	1	2	3	4	5
1	2	3	4	5	(3)	I am an important part of this school system.	1	2	3	4	5
1	2	3	4	5	(4)	My nonprofessional activities are not restricted by my teaching load.	1	2	3	4	5
1	2	3	4	5	(5)	I have the prestige I desire.	1	2	3	4	5
1	2	3	4	5	(6)	I keep up with the professional literature.	1	2	3	4	5
1	2	3	4	5	(7)	Teaching is very challenging work.	1	2	3	4	5
1	2	3	4	5	(8)	My teaching job provides a satisfactory standard of living for my family and myself.	1	2	3	4	5
1	2	3	4	5	(9)	I work reasonable hours.	1	2	3	4	5
1	2	3	4	5	(10)	I maintain reasonable discipline.	1	2	3	4	5
1	2	3	4	5	(11)	Much of my teaching is directed to individualizing instruction.	1	2	3	4	5
1	2	3	4	5	(12)	I have the competencies needed to plan and manage instruction.	1	2	3	4	5
Items 13-24 are about STUDENTS.											
1	2	3	4	5	(13)	I enjoy working with my students.	1	2	3	4	5
1	2	3	4	5	(14)	My students appreciate the help I give them with their school work.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(15) My students regard me with respect.	1	2	3	4	5
1	2	3	4	5	(16) My students meet with my expectations.	1	2	3	4	5
1	2	3	4	5	(17) My students are interested in their work.	1	2	3	4	5
1	2	3	4	5	(18) My students work well with each other.	1	2	3	4	5
1	2	3	4	5	(19) My students are able to handle their problems.	1	2	3	4	5
1	2	3	4	5	(20) Students have a positive attitude toward school and learning.	1	2	3	4	5
1	2	3	4	5	(21) Students show a concern for the dignity, welfare, rights, and freedoms of others.	1	2	3	4	5
1	2	3	4	5	(22) Students have a healthy self-concept, self-confidence, and self-security.	1	2	3	4	5
1	2	3	4	5	(23) Students assume responsibility.	1	2	3	4	5
1	2	3	4	5	(24) Students are aware of the laws of society that affect everyday life (traffic laws, criminal laws, social laws).	1	2	3	4	5
Items 25-39 are about the CURRICULUM (COURSES).											
1	2	3	4	5	(25) The courses are preparing students to become good citizens.	1	2	3	4	5
1	2	3	4	5	(26) The courses give students a wide variety of choices.	1	2	3	4	5
1	2	3	4	5	(27) The courses help students develop vocational skills so they can get a job immediately after high school graduation.	1	2	3	4	5
1	2	3	4	5	(28) The courses prepare students wishing to attend college.	1	2	3	4	5
1	2	3	4	5	(29) The courses prepare students who want to go to vocational or business school after graduation.	1	2	3	4	5
1	2	3	4	5	(30) The courses make provisions for individual differences among students.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU				
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(31) The courses encourage students to assume responsibility for their own learning.	1	2	3	4	5
1	2	3	4	5	(32) The program provides a balance between the regular classroom program and extra curricular activities (clubs, sports, etc.)	1	2	3	4	5
1	2	3	4	5	(33) The courses help students meet the problems of real life.	1	2	3	4	5
1	2	3	4	5	(34) The present communication and language skills program meets student needs at my school (reading, speaking, listening, writing).	1	2	3	4	5
1	2	3	4	5	(35) The present mathematics program meets student needs at my school.	1	2	3	4	5
1	2	3	4	5	(36) The present science program meets student needs at my school.	1	2	3	4	5
1	2	3	4	5	(37) Contemporary problems and issues are emphasized at my school (current events, multi-cultural studies).	1	2	3	4	5
1	2	3	4	5	(38) A wide variety of appreciation or interest activities are available (recreational, art, music, theatre, hobbies).	1	2	3	4	5
1	2	3	4	5	(39) Physical, health and social activities meet student needs.	1	2	3	4	5
Items 40-56 are about the schools ADMINISTRATION.										
1	2	3	4	5	(40) My principal is interested in me and my problems.	1	2	3	4	5
1	2	3	4	5	(41) My principal maintains close contact with teachers.	1	2	3	4	5
1	2	3	4	5	(42) My principal handles discipline problems fairly.	1	2	3	4	5
1	2	3	4	5	(43) My principal is concerned with the problems of teachers.	1	2	3	4	5
1	2	3	4	5	(44) My principal is democratic in his dealings with teachers.	1	2	3	4	5
1	2	3	4	5	(45) My principal makes me feel comfortable when he visits my classes.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU				
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(46) My principal has well developed lines of communication between teachers and himself.	1	2	3	4	5
1	2	3	4	5	(47) I am provided adequate supplies and equipment.	1	2	3	4	5
1	2	3	4	5	(48) The extra-curricular load is reasonable.	1	2	3	4	5
1	2	3	4	5	(49) I do not have an unreasonable amount of record keeping or clerical work.	1	2	3	4	5
1	2	3	4	5	(50) My teaching load is reasonable.	1	2	3	4	5
1	2	3	4	5	(51) My school is an attractive and pleasant place to teach.	1	2	3	4	5
1	2	3	4	5	(52) There are adequate library facilities and resources (books, etc.) for the work the students must do.	1	2	3	4	5
1	2	3	4	5	(53) The school schedule is reasonable.	1	2	3	4	5
1	2	3	4	5	(54) My school has adequate space.	1	2	3	4	5
1	2	3	4	5	(55) Students receive counseling and special help when needed.	1	2	3	4	5
1	2	3	4	5	(56) The principal functions as the schools **instructional** leader.	1	2	3	4	5

Please list anything else about your school which you think is important and should be improved

ADMINISTRATORS SURVEY

This instrument has been developed to give you an opportunity to express your views about a number of areas which have a direct affect on you in school each day. You are encouraged to respond quickly and honestly so that good school practices may be maintained while poor ones can be improved. Listed on the next few pages are 45 statements to which you should respond in two ways. Please circle on the left how important that statement is to you. Please circle on the right the degree to which that statement is **true** for **you** in school.

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Items 1-15 are about YOURSELF AS AN ADMINISTRATOR.											
1	2	3	4	5	(1)	I maintain close contact with the students and try to understand their point of view and problems.	1	2	3	4	5
1	2	3	4	5	(2)	I maintain close contact with the teachers and have developed lines of communication with the faculty.	1	2	3	4	5
1	2	3	4	5	(3)	I handle discipline problems fairly.	1	2	3	4	5
1	2	3	4	5	(4)	I am dem ratic in my dealings with the students and teachers.	1	2	3	4	5
1	2	3	4	5	(5)	I have the respect of the students and teachers.	1	2	3	4	5
1	2	3	4	5	(6)	I try to make my teachers' feel comfortable when I visit their classroom.	1	2	3	4	5
1	2	3	4	5	(7)	The faculty appreciates my work.	1	2	3	4	5
1	2	3	4	5	(8)	I am able to keep up with the professional literature.	1	2	3	4	5
1	2	3	4	5	(9)	The number of hours I work is reasonable.	1	2	3	4	5
1	2	3	4	5	(10)	I am well prepared for my administrative position.	1	2	3	4	5
1	2	3	4	5	(11)	I keep on top of the physical plant and facilities.	1	2	3	4	5
1	2	3	4	5	(12)	I try not to overburden teachers with assignments.	1	2	3	4	5
1	2	3	4	5	(13)	I make sure adequate supplies and equipment are available.	1	2	3	4	5
1	2	3	4	5	(14)	Scheduling is a major concern of mine.	1	2	3	4	5
1	2	3	4	5	(15)	I provide, as my main function, instructional leadership.	1	2	3	4	5

Degree Important to YOU						Degree True for YOU					
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Items 16-22 are about the STUDENTS in your school.											
1	2	3	4	5	(16) I enjoy working with students.	1	2	3	4	5	
1	2	3	4	5	(17) The students present few discipline problems.	1	2	3	4	5	
1	2	3	4	5	(18) The students regard me with respect.	1	2	3	4	5	
1	2	3	4	5	(19) The students meet with my expectations.	1	2	3	4	5	
1	2	3	4	5	(20) The students work well with each other.	1	2	3	4	5	
1	2	3	4	5	(21) The students have good ideas.	1	2	3	4	5	
1	2	3	4	5	(22) The students handle their problems well.	1	2	3	4	5	
Items 23-30 are about YOUR FACULTY.											
1	2	3	4	5	(23) Faculty members are well prepared for their assignments.	1	2	3	4	5	
1	2	3	4	5	(24) The faculty has a desirable influence on the values and attitudes of the students.	1	2	3	4	5	
1	2	3	4	5	(25) My faculty is congenial to work with.	1	2	3	4	5	
1	2	3	4	5	(26) The competency of the teachers compares favorably with that of teachers in other schools.	1	2	3	4	5	
1	2	3	4	5	(27) Faculty members cooperate with each other.	1	2	3	4	5	
1	2	3	4	5	(28) Experienced faculty members accept new and younger teachers as colleagues.	1	2	3	4	5	
1	2	3	4	5	(29) The faculty disciplines students fairly.	1	2	3	4	5	
1	2	3	4	5	(30) The extra-curricular load of the faculty is reasonable.	1	2	3	4	5	
Items 31-45 are about the schools CURRICULUM.											
1	2	3	4	5	(31) The courses are preparing students to become good citizens.	1	2	3	4	5	
1	2	3	4	5	(32) The courses give students a wide variety of choices.	1	2	3	4	5	
1	2	3	4	5	(33) The courses help students develop vocational skills so they can get a job immediately after high school graduation.	1	2	3	4	5	

Degree Important to YOU						Degree True for YOU				
Very Important	Important	Undecided	Little Importance	No Importance		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5	(34) The courses prepare students wishing to attend college.	1	2	3	4	5
1	2	3	4	5	(35) The courses prepare students who want to go to vocational or business school after graduation from high school.	1	2	3	4	5
1	2	3	4	5	(36) The courses make provisions for individual differences among students.	1	2	3	4	5
1	2	3	4	5	(37) The courses encourage students to assume responsibility for their own learning.	1	2	3	4	5
1	2	3	4	5	(38) The program provides a balance between the regular classroom program and extra curricular activities (clubs, sports, etc.).	1	2	3	4	5
1	2	3	4	5	(39) The courses help students meet the problems of real life.	1	2	3	4	5
1	2	3	4	5	(40) The present communication and language skills program meets student needs at my school (reading, speaking, listening, writing).	1	2	3	4	5
1	2	3	4	5	(41) The present mathematics program meets student needs at my school.	1	2	3	4	5
1	2	3	4	5	(42) The present science program meets student needs at my school.	1	2	3	4	5
1	2	3	4	5	(43) Contemporary problems and issues are emphasized at my school (current events, multi-cultural studies).	1	2	3	4	5
1	2	3	4	5	(44) A wide variety of appreciation or interest activities are available (recreational, art, music, theatre, hobbies).	1	2	3	4	5
1	2	3	4	5	(45) Physical, health and social activities meet student needs.	1	2	3	4	5

Please list anything else about your school which you think is important and should be improved.

CROSS REFERENCE CHART

This chart is provided to facilitate comparisons of felt needs by the three respondent groups represented by the above instruments. Step 4 of the **User's Manual** explains procedures for accomplishing this task. The codes after each statement number indicates the statements from other instruments which can be used for comparisons. Most statements have a direct correlation to each other; some, however, are indirectly comparable. These are indicated by an (*). Use the following codes to read this chart.

S = Students; F = Faculty; A = Administration

ex. F-13 = Faculty statement 13 is comparable

F-13(*) = Faculty statement 13 is **indirectly** comparable

NS = No statement is comparable

Obviously, the most useful statements are those comparable across all three groups. Some needs, however, only directly affect one or two of the three groups. Those in this category with high discrepancy scores should also be considered for the final priority list.

Student Statements	Faculty Statements	Admin. Statements
1 F-13(*)	1 NS	1 S-49,S-51,F-40(*)
2 F-18(*),A-4(*)	2 A-23	2 F-41
3 F-22	3 NS	3 S-50,F-42
4 F-20,A-21	4 A-12(*),A-30(*)	4 S-52,S-2(*),F-44
5 F-20	5 NS	5 NS
6 F-22	6 NS	6 F-45
7 F-18,A-20	7 NS	7 F-40(*)
8 F-22	8 NS	8 NS
9 F-19,A-22	9 A-12(*),A-30(*)	9 NS
10 F-23(*),A-19(*)	10 S-47(*),A-29	10 NS
11 F-25,A-31	11 NS	11 S-26,S-30,S-32,S-34, S-37,S-38,F-54,F-51, F-52
12 F-26,A-32	12 S-45,A-26,S-39(*)	12 F-4(*),F-9(*),F-49(*), F-50(*)
13 F-27,A-33	13 S-41,S-1(*)	13 S-31,S-32,F-47,F-52
14 F-28,A-34	14 S-44,S-45(*),S-41(*)	14 S-29,F-53,F-50
15 F-29,A-35	15 NS	15 S-40(*),F-56
16 F-30,A-36	16 A-19(*)	16 NS
17 F-31,A-37	17 NS	17 S-50(*),F-42(*)
18 F-32,A-38	18 S-2(*),S-7,A-20	18 NS
19 F-33,A-39	19 S-9,A-22	19 S-10(*),F-23(*),F-16(*)
20 F-34,A-40	20 S-4,S-5,A-21	20 S-7,F-18
21 F-35,A-41	21 S-2(*),S-7(*)	21 S-4,F-20(*)
22 F-36,A-42	22 S-3,S-6,S-8	22 S-9,F-19
23 F-37,A-43	23 S-10(*),A-19(*)	23 F-2
24 F-38,A-44	24 NS	24 S-42
25 F-39,A-45	25 S-11,A-31	25 NS
26 F-51,A-11	26 S-12,A-32	26 S-45(*),F-12
27 NS	27 S-13,A-33	27 NS
28 F-55	28 S-14,A-34	28 NS
29 F-53,A-14	29 S-15,A-35	29 S-47,F-10(*)

30 F-54,A-11
31 F-47,A-13
32 F-52,A-11(*),A-13(*)
33 NS
34 F-51(*),A-11(*)
35 NS
36 NS
37 F-51(*),A-11(*)
38 F-51(*),A-11(*)
39 F-12(*)
40 F-55,A-15(*)
41 F-13,F-14(*)
42 A-24
43 NS
44 F-14
45 F-12,A-26(*)
46 NS
47 F-10(*),A-29
48 NS
49 E-40(*),A-1
50 F-42,A-3,A-17(*)
51 A-1
52 F-44(*),A-4

30 S-16,A-36
31 S-17,A-37
32 S-18,A-38
33 S-19,A-39
34 S-20,A-40
35 S-21,A-41
36 S-22,A-42
37 S-23,A-43
38 S-24,A-44
39 S-25,A-45
40 A-2,A-6
41 A-2
42 S-50,A-3
43 A-2(*)
44 S-52,A-4
45 A-6
46 A-2
47 S-31,A-13
48 A-30
49 A-12(*)
50 A-12(*),A-14(*)
51 S-26,S-38,S-37,S-34,A-11(*)
52 S-32,A-11(*),A-13(*)
53 S-29,A-14
54 S-30,A-11
55 S-28,S-40,A-15(*)
56 A-15

30 F-48,F-4(*),F-9
31 S-11,F-25
32 S-12,F-26
33 S-13,F-27
34 S-14,F-28
35 S-15,F-29
36 S-16,F-30
37 S-17,F-31
38 S-18,F-32
39 S-19,F-33
40 S-20,F-34
41 S-21,F-35
42 S-22,F-36
43 S-23,F-37
44 S-24,F-38
45 S-25,F-39

part 4

Sample Pre-Plan

I. The coordinating body for this project shall be known as the Core Committee. Its membership is as follows:

Mrs. A. Parent Council Representative
Mr. B. School Board Member
Mrs. C. Elementary Teacher
Mr. D. Administrator
Miss E. Student Representative
Mr. F. Citizens Association Representative
Mrs. G. Friends of the Arts Representative
Mrs. H. High School Guidance Counselor
Mr. I. Booster Club Representative
Mr. J. Band Parents Representative

II. The goal of the project is to provide information for decision making to the School Board, Administrators, and Teachers. Information is projected as follows:

A. Information prepared for use in the writing of the Long Range Development Plan.

B. A report on the attitudes concerning district goals of both community members and professional educators.

C. An assessment of current district status in relation to district goals as defined by this project.

D. A framework for decision making in a context of priorities and discrepancies from priorities resulting B. and C. above.

E. Identification of the "educationally needy" (those who are not performing up to their potential abilities) for use by the E.S.E.A. Title I staff.

F. Student profiles for curricular use in school buildings, given the existing test data.

G. Suggestions for the use of materials to improve district communications.

III. The costs of the project are to be borne by the district's planning grant.

IV. The first public action of the project will be community public information on the project to be issued as soon after receiving School Board approval as possible.

V. Goal Identification

The goals prepared as part of the original Project NAMES will be reviewed by the Core Committee for purposes of adding local concerns. After these revisions are made, each Core Committee person will interview two community residents to further validate the list of goals.

VI. Survey

A. The survey will be simultaneously run on three levels: Elementary, Middle and High School.

B. The Teachers, Special Staff, Parents and Community Members will be surveyed in a context of the three levels.

Students will only be surveyed at Middle and High School levels.

The Administrators and the School Board will be surveyed referrant to all three levels.

C. The Students, Community Members, and Parents will be randomly selected. At least 235 members of each of the above four groups will be surveyed.

D. Members of Dr. R's staff will supervise the student surveying (grades 6-12).

E. Mrs. H. will disseminate and collect the Teacher, Special Staff, School Board and Administrator surveys.

F. The Elementary, Middle and High School Parent Surveys will be carried home and returned by students. The surveys for all Community Members will be disseminated by mail and returned directly to Dr. R.

G. There will be no name identification on survey forms or return envelopes. The survey forms will be identified by group title. The 3 different levels will be printed on 3 different colors of paper.

H. Forms will be returned to Dr. R via Mrs. H. for computerization.

I. The Superintendent will place a news item in the district newsletter and area newspapers for the purpose of assisting in the collection of survey forms. This will be done before and during the survey.

VII. The Core Committee will analyze the data and write the Needs Report. Mr. D. will provide relevant district data for this report.

VIII. The Needs Report will be presented in a large public meeting and through press releases. A narrative summary will be available for dissemination. The total report will be presented to the School Board and will be available to interested individuals at the Administration Building.

IX. While the survey is being conducted, district personnel will gather student data. This data will be computerized and analyzed via the RYH formula. The result will be a Student profile Report critiqued by the Core Committee.

The Student Profiles will be presented to school buildings via the central administration.

A timeline consisting of the following elements might also be included:

1. Dates for committee meetings (at least monthly).
2. Dates for orientation to each major phase (may coincide with a monthly meeting).
3. Target dates or deadlines for major activities within each phase (Ex. "Collection of questionnaires)
4. Dates of communication to the rest of the staff and the community (at the end of each major phase). Mode of communication should also be included.
5. Persons or sub-groups responsible for each task should accompany each target date.

All of the components described in Step 1, Task 3 Make Tentative Plans, **Users Manual,** can be included in your pre-plan.

This sample pre-plan was adapted from:

Hoenes, Ronald L., N. Kemp Mabry and John M. Morris. **District/School-Perceived Needs Assessment Package**. Georgia Southern College, Statesboro, Georgia 30458, 1976.

part 5

Data Analysis Tips

Part 5 consists of two sections: (1) Six alternative procedures for determining priorities, and (2) Suggestions for summarizing your data.

ALTERNATIVE METHODS TO DETERMINE PRIORITIES AND/OR COMBINE RATINGS

Method 1—Simple Averages

This method is used to determine group ratings (students, teachers, etc.) in Step 2 Task 3 (Identify sets of highest priority needs) of the **Users Manual.** But this method should not be used in Step 4 **Determine System-Wide Need Priorities** or Step 5 **Choose Need(s) To Be Addressed By Improvement Process** since you might easily negate the input of small groups such as the Board because of the size of a large group such as students.

Method 2—Average by Groups

This method is used in Step 4, Task 3, **Prioritize Cross-System Needs.** Compute the average of each of the groups. Next compute the average for all groups as illustrated below. (One major problem is that this approach doesn't take the extreme concerns of any single group into account.)

Table A

Average By Groups

Statement	* Bd.	Adm.	Tch.	P	C	St.	A/Rating	Rank
A	4.5	4.5	2.7	4.2	3.0	3.0	3.65	1
B	4.0	1.2	4.2	2.7	3.5	2.0	2.93	3
C	3.5	4.0	4.2	3.0	2.5	3.0	3.37	2
D	3.0	3.5	1.0	2.5	2.0	2.5	2.42	5
E	3.0	3.0	3.5	3.0	2.5	2.0	2.84	4

*Bd—Board
Adm—Administration
Tch—Teachers
P—Parents
C—Community
St—Students

Method 3—Weighted Group Averages

This method was also illustrated in Step 4, Task 3, **Prioritize Cross-System Needs.** Method 2 above was simply a case of each group receiving equal weights. But often certain groups are viewed as having more insight into a specific concern so different weights may be assigned to different groups. This can be politically tricky unless you have a good rationale for each weight.

Source	Weight	Reason
Board	1.5	Elected officials
Administration	2.0	Professionals
Teachers	1.5	Professionals
Parents	1.5	Directly Involved
Community	1.0	Indirectly Involved
Students	1.0	Naive

Table F

Weighted Group Averages

Statement	* Bd.	Adm.	Tch.	P	C	St.	A/Rating	Rank
A	4.5	4.5	2.7	4.2	3.0	3.0	3.78	1
B	4.0	1.2	4.2	2.7	3.5	2.0	2.85	4
C	3.5	4.0	4.2	3.0	2.5	3.0	3.48	2
D	3.0	3.5	1.0	2.5	2.0	2.5	2.50	5
E	3.0	3.0	3.5	3.0	2.5	2.0	2.86	3
Weight	1.5	2.0	1.5	1.5	1.0	1.0		

Objective B Worked Out:

	AVG.		WGT.		W.-A.	
* Bd.	4.0	x	1.5	=	6.0	
Ad.	1.2	x	2.0	=	2.4	
Tch.	4.2	x	1.5	=	6.3*	Average by groups = 2.93
P	2.7	x	1.5	=	4.05	Average by weight = 2.85
C	3.5	x	1.0	=	3.5	
St.	2.0	x	1.0	=	2.0	
			8.5		24.25	24.25 ÷ 8.5 = 2.852

*Bd. - Board
Ad - Administration
Tch - Teachers
P - Parents
C - Community
St - Students

Priority would be:

A
C
E
B
D

*NOTE: that objectives B & E changed rank in weighted averages compared to simple averages. With more objectives and/or more variance between weights and/or more variance among groups, you can have radically different ranks between weighted averages and simple averages.

Method 4—A Needs Matrix

Suppose it is necessary to distinguish between an average item discrepancy score of 2.7 (with an average "Degree of Importance" score of 5.0 and average "Degree Met" score of 2.3) and another average item discrepancy score of 2.7 (with scores 3.7 and 1.0 respectively). A procedure to help consider which of the two items should receive highest priority is illustrated below by way of a Needs Matrix.

To prepare a Needs Matrix, first list all need statements in order of discrepancy and order of importance (For an illustration of the development of "discrepancy" and "importance", see page 8 of the **Users Manual**.) Those which have no discrepancy (0.0), or a negative discrepancy are already being met and are removed from consideration. The list is now made up only of the positive discrepancies or "needs" in rank order. Table C illustrates a hypothetical example.

Table C

Discrepancy — Importance Rankings

	Discrepancy Rank	Importance Rank	
	Item 4 — 3.8	Item 1 — 5.0	
High	Item 3 — 3.7	Item 4 — 4.9	
	Item 8 — 3.4	Item 3 — 4.8	High
----------		Item 8 — 4.8	
	Item 1 — 2.7	Item 9 — 4.8	
	Item 2 — 2.7		----------
Medium	Item 7 — 2.4	Item 5 — 4.0	
	Item 10 — 2.3	Item 7 — 3.9	Medium
----------		Item 10 — 3.7	
	Item 5 — 2.0	Item 2 — 3.7	
Low	Item 6 — 1.9		----------
	Item 9 — 1.9	Item 6 — 2.9	Low
----------			----------

The standards for hi-med-low on each dimension are arbitrary and would logically depend upon the range in each dimension.

Next, place all need statements into the Need Matrix as illustrated in Table D.

Table D

Needs Matrix

		Discrepancy		
		HIGH	**MEDIUM**	**LOW**
Level	**High**	Item 4 Item 3 Item 8	Item 1	Item 9
of	**Medium**		Item 2 Item 10 Item 7	Item 5
Importance	**Low**			Item 6

If the task were to choose the top four needs, items 1, 3, 4 and 8 are the abvious choices, even though items 1 and 2 had the same discrepancy rank. Item 1 has the higher importance rank.

Method 5—Highest Rank by Groups

This is a method giving everyone a voice.

First take the top ranked statements in each group (decide on a percentage to include such as the top 50%.)

Next list each statement according to its rank under each respondent group.

Finally assign rank in the right column according to the highest rank given to that statement by any group.

Table E

Ranks By Group

Statement	* Bd.	Ad.	Tch.	P.	C.	St.	Highest Rank (from 1 or more groups)
A	1	1	4	1	2	1	1 (4)
B	2	5	1	4	1	4	1 (2)
C	3	2	2	3	3	2	2 (3)
D	4	3	5	5	5	3	3 (2)
E	5	4	3	2	4	5	2 (1)

Priority would be:

**First Priority A, B

Second Priority C, E

Lowest Priority D

* Bd - Board
Ad - Administration
Tch - Teachers
P - Parents
C - Community
S - Students

** because each was given a top rank by at least one group.

The numbers in parenthesis beside each rank indicates the number of groups which ranked that statement at that level. These numbers can be used to further rank the statements. (i.e. Statement A would be first because 4 groups ranked it 1; statement B would be second because 2 groups ranked it 1; etc.)

Method 6—Degree of Disagreement

The purpose of this method is to compute the level of agreement on each group. The method is somewhat long and involved but is considered one of the better methods by researchers.

First list the statements ranked in the top 20% by simpler ranking methods, otherwise all statements must be computed, which would be a waste of time.

Next compute the "absolute difference" between the ratings of each group. This involves for each statement, subtracting the higher "mean discrepancy score" of one group from the mean discrepancy score of all other groups. In the table below under statement A the Board scored the statement 3.2, the administration 3.2, the teachers 5.0, etc. Thus 3.2 - 3.2 = 0 (for the administration score), 5.0 - 3.2 = 1.8 (for the teachers score, etc.) Always subtract the smaller of the scores from the larger. Then sum all the differences in the Index of Disagreement. The **lower** the Index of Disagreement the better.

Table F

Degree of Disagreement

Statement A

*Bd.	(-Ad) 0, (-Tch) 1.8, (-P) .3, (-C) 1.5, (-S) 1.5
Ad.	(-Tch) 1.8, (-P) .3, (-C) 1.5, (-S) 1.5
Tch.	(-P) 1.5, (-C) 1.7, (-S) 1.7
P	(-C) 1.2, (-S) 1.2
C	(-S)

Index = 17.50

Statement B

Bd.	(-Ad) 2.8, (-Tch) .2, (-P) 1.3, (-C) .5, (-S) 2.0
Ad.	(-Tch) 3.0, (-P) 1.5, (-C) 2.3, (-S) .8
Tch.	(-P) 1.5, (-C) .7, (-S) 2.2
P	(-C) .8, (-S) .7
C	(-S) 1.5

Index = 21.80

Statement C

Bd.	(-Ad) .5, (-Tch) .7, (-P) .5, (-C) 1.0, (-S) .5
Ad.	(-Tch) .2, (-P) 1.0, (-C) 1.5, (-S) 1.0
Tch.	(-P) 1.2, (-C) 1.7, (-S) 1.2
P	(-C) .5, (-S) 0
C	(-S) .5

Index = 12.00

Statement D

Bd.	(-Ad) .5, (-Tch) 2.0, (-P) .5, (-C) 1.0, (-S) .5
Ad.	(-Tch) 2.5, (-P) 1.0, (-C) 1.5, (-S) 1.0
Tch.	(-P) 1.5, (-C) 1.0, (-S) 1.5
P	(-C) .5, (-S) 0
C	(-S) .5

Index = 15.00

Statement E

Bd.	(-Ad) 0, (-Tch) .5, (-P) 0, (-C) .5, (-S) 1
Ad.	(-Tch) .5, (-P) 0, (-C) .5, (-S) 1
Tch.	(-P) .5, (-C) .5, (-S) 1.5
P	(-C) .5, (-S) 1
C	(-S) .5

Index = 2.5

* Bd. - Board
Ad. - Administration
Tch. - Teachers
P - Parents
C - Community
S - Students

Last, place each statement in a 2x2 quadrant according to its degree of disagreement (hi-lo is an arbitory decision of the committee) and the statement's group mean (average) discrepancy score as illustrated below.

Index of Disagreement

Statement		Average by Groups (Mean Discrepancy Score)	Index	
A		3.65	17.50	
B	(0.0 - 3.0 =low, 3.0 - up =high)	2.93	21.80	(0.0 - 12.0 =low, 12.0 - up = high)
C		3.37	12.00	
D		2.42	15.00	
E		2.84	8.0	

Index of Disagreement

		LO	HI
Average Rating	Hi	C	A
	Lo	E	B, D

Priority Areas would be:

high = C
mid = E & A
low = B & D

DATA SUMMARIZATION TIPS

Statistical Analysis

1. Data can be analyzed employing various kinds of statistical treatment in addition to the methods recommended in the **Users Manual;** for example:

   a. Raw totals
   b. Frequency of responses
   c. Percentages
   d. Averages/The mean
   e. Range

In cases in which it becomes necessary to compute inferential statistics, it is recommended that a qualified statistician be consulted.

Characteristics of A Table

Two basic formats for presenting data are tables and graphs. Each have advantages as well as disadvantages, but when used together they tend to compliment each other. Tables are the more desirable of the two when there is a choice. Characteristics of a table are:

1. Each table should have a descriptive heading.

2. The table should consist of rows of items and columns of groups (and subgroups, if required).

3. Each row and column should be clearly labeled; when room is lacking for complete headings, abbreviations or symbols should be used which should be keyed at the bottom of the table.

4. The most important figures, e.g., totals and/or extreme values, should be highlighted by harder printing or underlining. Any especially significant figure (e.g., a grand total) should be indicated by double underlining or by placing it within a box.

5. Tables should have a neat, uncluttered appearance and ample margins, yet there should be enough information on each sheet so that dozens of pages are not needed for the report and continuity is maintained.

6. The data should be expressed in whole numbers or decimals rather than fractions and figures should be rounded off to the appropriate unit. The exactness of the figures (number of decimals, etc.) should be consistent and data should be lined up evenly in terms of the decimal points.

7. No vertical lines should appear on a table, any vertical separation should be accomplished by spacing.

8. All information needed to interpret the table should be supplied on the page where the table appears whenever possible.

Random Selection of Samples

Definition: Any selection strategy in which the members of the Committee are selected randomly without prejudice; that is, each member of the community is a likely member of the Committee (equal likelihood of selection).

The best way to select teachers, parents, community members and students is by random selection either by peusdo-random selection as identified in the **Users Manual** or by use of a "random numbers table" as can be illustrated by any researcher in your system.

Advantages:

1. A "pure" cross section of the community is more easily obtained.

2. This strategy is the most publically defensible strategy.

3. Committee membership can be obtained in a relatively short period of time.

4. This technique generates positive reactions from the community.

Disadvantages:

1. Known opinion leaders in the community may not appear on the Committee.
2. The Superintendent and Board of Trustees have no control of the committee composition.
3. The Superintendent and Board of Trustees must work with "unknown" qualities.
4. The selection of the Committee members takes more personal effort on the part of the District Administrator.

Summary of Data

Finally, write a few brief paragraphs of concluding remarks about the summarized data. These remarks should be descriptive and objective and should highlight the significant aspects of the data.

Interpretation of Data

At this point, it is important that there be a structure within which all kinds of data collected—demographic data, test scores, people's perceptions. etc.—can be meaningfully interrelated and interpreted. This, for the most part, depends upon the purpose of the needs assessment. What decisions can or should be made on the basis of the data?

part 6

Reporting Results

The suggestions contained in this part of the **Resource Guide** can be used at two points in the needs assessment process. First, at the end of Step 5 when the highest priority felt needs have been identified, a report of progress should be disseminate to the educational community. (See **Users Manual** p. 32) The present resource on reporting results will be most helpful at the end of Causal Analysis when the final report from the needs assessment committee is developed.

With the identification of critical needs, it now remains to report to the superintendent, who, along with the Steering Committee chairman, will report to the Board of Education, community, faculty, students, and other concerned and interested parties.

This report should include the completed evaluation instruments with ratings, graphs, tables, or other items as necessary. In addition, comments should be offered which are pertinent to the data and made clear by a narrative explanation. Appropriate samples should be submitted, such as test results, or other kinds of supportive information.

ANALYZING NEEDS ASSESSMENT RESULTS

To examine how "good" or "meaningful" the results of the study are, four elements will have to be evaluated:

1. The validity of each assessment instrument
2. The reliability of each instrument
3. How the data were collected
4. Procedures used to summarize and present the data

A serious flaw in any of these four areas could make the results of questionable value.

Evaluating The Needs Assessment Instrument

Validity and reliability are two critical concepts that must be considered when evaluating any assessment or measurement instrument.

1. **Validity** — indicates the degree to which an instrument actualy measures what it is supposed to measure. For the instruments included in this package, it has been determined that there is a high correlation between what they are supposed to measure and what they actually measure.

2. **Reliability** — indicates the consistency of results obtained with an instrument. Reliability coefficients are given for those instruments in this package which have been validated through actual use. Those instruments without an established reliability will be validated as soon as they are used with a sufficient number of subjects. In the case of open-ended items, reliability is difficult to establish and validity then becomes an important factor.

Evaluating How The Data Were Collected

Assuming the instrument to be valid and reliable, next consider how the data were collected. Questions to be considered are:

1. How representative was the sample (if a sample was involved) of the total population or subpopulation covered by each instrument?

2. Did those people who scored and tallied the instrument responses have any known prejudices, preferences, or other reasons for doing so hastily or improperly?

3. Was the distribution and collection of instruments carried out in an orderly manner to insure accuracy in each case?

It would be wise to consider each of these before beginning to collect any data, and, thus avoid potential problems in the end. There is a favorite saying among researchers and statisticians, "GIGO, Garbage In, Garbage Out." If things are done haphazardly, garbage will be collected, thereby, the most that can be expected in return is more garbage.

Evaluating The Procedures Used To Summarize And Present The Data

There are examples used every day which reinforce the theory that "almost any argument can be won or lost with statistics, its only a matter of selecting the proper statistic." The same can be said for tables, graphs, charts, data, and the wording of statements.

The purpose of a needs assessment is to determine if students are receiving the best instruction for their needs, and, if not, to change so as to meet those needs. Covering up shortcomings with a misinterpretation of statistical analysis, table, graph, etc., is to tell the students, as well as those who devoted their time working on the needs assessment, that they are secondary to special interests on the part of a few.

Also, be careful of any decisions regarding cause-effect relationships. Can it be said that because students express displeasure with the color of the classroom walls, this is the reason for their being low achievers? Any displeasure expressed by enough individuals is worth recording, but it should be considered as any other indicator of a possible problem. A number of such displeasures would have to be accumulated before one could begin to think of a possible cause-effect relationship.

Be careful when using raw scores, percentages, percentile ranks, means, and other descriptive statistics. Improper use can throw the entire message out of balance.

A recommended practice for evaluating the reporting of needs assessment results is to consider and compare all related factors such as student test scores, faculty preparation, supplies and equipment availability, employers comments, student responses to career inventories, etc.

Preparation Of Tentative Needs Assessment Report

The most vital aspect of the work of the Steering Committee is the making of recommendations pertaining to any one or all of the following:

1. Physical facilities
2. Instructional equipment
3. Instructional content
4. School personnel
5. Administration
6. Supervision
7. Guidance area
8. Library-Media Center
9. School-Community relations
10. School-Business Community relations
11. Specific curricular areas
12. Co-Curriculum

Contents Of Report

Although preparing a comprehensive and clear report is a difficult task, the following guidelines should be helpful.

1. The report should include the following information:

    a. Name of the project
    b. Purpose of the project
    c. Participants in the project
    d. Data collection procedures
    e. Data collected, along with analysis
    f. Summarized data
    g. Results
        1). Identified critical needs
        2). Possible solutions to meet critical needs

2. When writing the report

    a. Consider the audience involved
        1). Their sophistication
        2). Their need for technical data
        3). Questions they might ask

    b. Refer to various sections of this package. Use suggestions and comments provided to help you prepare the report.
    c. Write the report as briefly and simply as possible. Simple sentence construction will enhance clarity.

Dissemination Of Identified Needs And Program Recommendations To Community, Faculty, Students, And Other Interested And Concerned Parties

The report is tentative at this time because others must be provided with an opportunity for discussion of the recommendations. If the needs assessment results are to be used by or affect

different groups, separate reports could be issued and tailored to each group, with only the most relevant information included in each. Everyone involved in the study should have an opportunity to review the results and make comments.

Where finances are necessary to meet recommendations, the Board of Education must approve or reject based on budgetary limitations. The regrouping or busing of children should make it mandatory that parents be provided with an opportunity for input. Curricular additions requires the evaluation of faculty qualifications to see if someone is capable of offering the recommended material. These are only a few of the reasons why the report should be tentative at this time.

Acquire Feedback In Support Of, And Opposition To Identified Needs And Program Recommendations

The communications media should be used to publicize the identified critical students needs and program recommendations to help reach all parties. It should be emphasized that the program recommendations are tentative, subject to review by all concerned and interested parties. Open houses, community forums, talks to civic organizations, and other means should be utilized to gather feedback on one or more of the recommendations. It is important that everyone who is to be affected, be given an opportunity to "have their say." A reasonable time limit should be set for this purpose. One which is long enough to provide everyone a chance for input, but not so long as to become boring.

Modification Of Tentative Report As Needed According To Feedback Received From Concerned And Interested Parties

It is to be expected that there will be both support of and opposition to recommendations growing out of the needs assessment. Just as the entire needs assessment process should be systematic, with all decisions based on a careful analysis of the data, so should any acceptance or rejection of feedback acquired during this stage of the needs assessment. Where questions arise which cannot be answered, it might be advisable to invite the person or persons raising questions to meet with the entire steering committee. At this time a more comprehensive question and answer session could take place.

Remember, many decisions made as a result of a needs assessment become long-term, or sometimes permanent. Therefore, decisions should be carefully made for the good of the student.

Final Report Submitted To Superintendent

Just as the tentative report is given to the superintendent, so should the final report. It is advisable that he, as executive administrator of the school system, submit the report to the Baord of Education for their approval.

The superintendent, along with the Chairman of the Steering Committee should inform all of those involved in the needs assessment as well as the community at large. If an information dissemination campaign has been continuous throughout the duration of the needs assessment, this public relations effort will be more readily accepted when compared with a "one-shot" effort.

A caution is raised here. Many needs assessments end with written documents which are never implemented. Documentation and dissemination have at least four major uses:

1. To inform decision-makers
2. To maintain a record for future action
3. To provide feedback to the participants
4. To improve the education of children

A frequently heard criticism of a needs assessment is that nothing has happened as a result of previous assessments. The documentation of the assessment, if done properly, will provide clear recommendations, as well as some mechanism for assuring commitment of educational and community leaders to use the results as intended.

Wrap-Up

It should be recognized that a needs assessment is only a beginning, the planning and implementations of solutions is yet to come. Kaufman (1972, Chapter 3) makes a number of points which deserve attention in summing up major concerns of a needs assessment:

1. A needs assessment is never completed. It must be a continuous affair, and changes in needs are to be expected.

2. A discrepancy analysis is the documentation of a **measurable** difference between current and desired (or required) states of affairs. It is not enough to guess either where we are or where we should be — "we require hard empirical data for both polar positions of a need."

3. A need is not a solution. Preconceived solutions must be left out of statements of discrepancies, or they bias the outcome and restrict the use of innovative or creative ways to solve a problem.

4. In setting priorities on need areas, they might be judged by two criteria: (a) what does it cost to meet the need, and (b) what does it cost to ignore the need?

5. Be sure all partners to the educational endeavor are involved in selection of needs and decisions about them.

6. Never select instruments that place blame on any group, or that could be used to do so.

7. Reconcile discrepancies among viewpoints of different groups.

8. Outcomes for the future as well as for the present should be included, since "we should not attempt to capture the status quo and derive an education system to maintain that status."

Finally, as with any other study, the Needs Assessment should be reviewed in its entirity. Was the project worth the effort, time, and money that were expended on it? Where did problems occur? Would it be done again? What would be changed if another project were starting? This type of consideration is essential if future projects are to be improved on the basis of past experiences.

Part 6 was adapted from:

Hoenes, Ronald L., M. Kemp Mabry and John M. Morris. **District/School-Perceived Needs Assessment Package**. Georgia Southern College, Statesboro, Georgia 30458, 1976.

part 7

Causal Analysis Instruments

Part 7 contains references to instruments which might be employed during Causal Analysis (Step 6). Remember, the task of the core committee and its sub-committees is to answer the question "why does the need exist?" using the six categories recommended in Step 6 — Students, Staff, Management, Curriculum, Resources and Community. The instruments, techniques and research reports contained in this section are intended to facilitate that process. Please study Step 6 again before using this section.

The present appendix is in three parts. The first part is a collection of references from the Educational Testing Service which has provided a comprehensive annotated bibliography of the kinds of tools considered useful to the tasks of causal analysis. These are followed by the addresses of developers from whom tools can be ordered. The second set of references contains selected items from an ERIC search of causal analysis resources. These can be obtained either from the producers or on microfiche from the state ERIC system through system management staff in the central office. The final section contains a few references that are available from the Education Improvement Resource Center, 300-A Education Annex. Many of these are either locally developed resources, or tools now popular in Georgia systems.

The resources presented here are only a sample of what the authors of the **Resource Guide** feel are the most representative. Many more resources are available in a more comprehensive list which can be found in the Georgia Education Improvement Resource Center card catalog at the state department. Because of space limitations in publication, many of the annotations presented here have been abbreviated from the original. More complete descriptions can also be obtained from the state resource center. Many tools and instruments may elicit the opinions or assess the competencies of teachers and managers alike, for example. Again, to save reproduction space, such instrument references have been placed in only one sub-cateogry in each bibliography. It is recommended, therefore, that the reader review each list completely before deciding on those to be used. Also, the titles do not always describe all aspects of a reference.

In some cases, only one part of a tool might be needed for the task. In most cases, it is completely acceptable to use only that part of the tool or technique which is needed. Finally, do not hesitate to develop your own tools. Use those listed below as examples of format and content and develop questionnaires, interview and observation schedules that are taylored to the system's specific needs.

EDUCATIONAL TESTING SERVICE COLLECTION

Copies of the tests described below must be obtained directly from the publisher. Refer to the pamphlet, **Major U.S. Publishers of Standardized Tests** and the listing of publishers at the back of this inventory for publishers' addresses. Generally, the Test Collection does not have distribution rights for its holdings. However, in special instances, the Collection has been granted permission from individual authors to distribute their instruments. Such items are preceded by an asterisk. Additional information on ordering these materials is available from the Test Collection.

Attitudes Toward School and School Adjustment

(Preschool to Grade 12 and above, including parents and community)

Adolescent Alienation Index by F. K. Heussenstamm; c1971; Ages 12-22; Monitor.

Dimensions of alienation assessed are: Normlessness, Meaninglessness, Powerlessness, Self-Estrangement, and Social Isolation.

Arlin-Hill Attitude Surveys: Elementary by Marshall Arlin; c1976; Grades 4-6; Psychologists and Educators, Inc.

Four cartoon instruments are used to assess students' attitudes toward Teachers, Learning Processes, Language Arts, and Mathematics.

Arlin-Hill Attitude Surveys: Primary by Marshall N. Arlin, David Hills; c1974; Grades K-3; Marshall N. Arlin.

Designed to elicit students' attitudes toward teachers, learning processes, language arts, and mathematics. Items are presented in cartoon and verbal format. Intended for group administration and interpretation.

Arlin-Hills Attitude Surveys: Secondary by Marshall Arlin; c1976; Grades 7-12; Psychologist and Educators, Inc.

Four cartoon instruments are used to assess students' attitudes toward Teachers, Learning Processes, Language Arts, and Mathematics.

Attitude Toward Classroom Atmosphere; 1974; Grades 1-3 and 4-6; Educational Improvement Center

A research instrument designed to measure children's attitudes toward their classroom environment and toward their teacher. Two forms are available.

***Attitudes Inventory for Youth** by J. L. French, B. W. Cardon; c1969; Grades 9-12; Tests in Microfiche, Test Collection

Designed to measure student's attitudes in the following areas: planning, attitudes concerning personal traits, and goals.

The Background Questionnaire for Students; c1973; Grades 4 and Above; Educational Evaluation Center, Ontario Institute for Studies in Education.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs. The questionnaire elicits information from students on student characteristics, perceptions of physical characteristics of the school, and school resource utilization.

Barclay Learning Needs Assessment Inventory by James R. Barclay; c1975; Grades 6 and Above ; Educational Skills Development, Inc.

This inventory elicits a student's perceptions of affective-social learning needs in the educational environment; contrasts the student's scores with those of the group in which he took the inventory; compares the student's evaluation of his problems in learning with the impressions of a rater. Subscales are: Self-Competence, Group Interaction, Self-Control, Verbal, Energy, Cognitive-Motivation, and Attitude.

Behavior Checklist; 1973; Grades 4-6; Educational Evaluation Center, Ontario Institute for Studies in Education.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs. The checklist was designed to provide teacher's ratings of student attitudes toward school, teacher, and self as well as his independence.

Child Interview; Not Dated; Preschool-Grade 12; The Reading Clinic, Temple University.

A brief, general interview covering attitudes toward school, reading, plans for the future, etc.

***Class Activities Questionnaire** by Joe Milan Steele, Ernest R. House, Thomas Kerins; c1969; Grades 6-14 and Teachers; Tests in Microfiche, Test Collection.

A measure of instructional climate. Dimensions are: Lower Thought Processes (Memory Translation, Interpretation), Higher Thought Processes (Application, Analysis, Synthesis, Evaluation), Classroom Focus (Discussion, Test/Grade Stress, Lecture), Classroom Climate (Enthusiasm, Independence, Divergence, Humor, Teacher Talk, Homework, Student Opinions (Qualities, Deficiencies),

Attitudes Toward a Guidance Program by Donald G. Barker; 1966; Grades 9-12 and Adults; Donald G. Barker.*

Can be administered to students, teachers, and parents. *Included in: Barker, Donald G.: "Development of a Scale of Attitudes Toward School Guidance." **Personnel and Guidance Journal**, Vol. 44, No. 5, pp. 1077-1083, June 1966.

***Background and Experience Questionnaire:** Revised Edition, Grades 7-9; c1965; Grades 7-9; Tests in Microfiche, Test Collection.

A measure of interests and how much time is spent in activities such as watching television, reading, studying, working. Also covered in the questionnaire are items concerning educational-vocational plans, home background, and school achievement.

***Background and Experience Questionnaire:** Revised Edition, Grades 10-12; c1965; Grades 10; Tests in Microfiche, Test Collection.

A measure of interests and how much time is spent in various activities such as reading, working, watching television, etc. Also covered are educational-vocational plans, home background, and school achievement.

Classroom Behavior Inventory: Preschool to Primary by Earl S. Schaefer, May Aaronson; 1967; Grades Preschool-3; National Institute of Mental Health (Form Designation MH-32 [4-67]).

Three factors are assessed: Extroversion vs. Introversion, Love vs. Hostility, and Positive Task Oriented vs. Negative Task Oriented. Subscales are: Verbal, Expressiveness, Gregariousness, Social Withdrawal, Self Consciousness, Considerateness, Kindness, Resentfulness, Irritability, Perseverance, Concentration, Hyperactivity, and Distractability.

Cornell Learning and Study Skills Inventory: Secondary School Form by Walter Pauk and Russell N. Cassel; c1970-71; Grades 7-13; Psychologists and Educators, Inc.

Can be administered to persons with a sixth grade or higher reading level. A Reading Validity Index is provided in order to determine whether students have carefully read and considered each item or responded randomly. Norms are reported for junior high, senior high and junior college population. Subscores are: Goal Orientation, Activity Structure, Scholarly Skills, Lecture Mastery, Textbook Mastery, Examination Mastery, and Self Mastery.

Demos D. Scale by George D. Demos; c1965; Grades 7-12; Western Psychological Services.

Obtains attitudes relating to dropping out of school. Basic areas of expression include: attitudes toward education, influences by peers and parents, and school behavior.

Draw-A-Classroom Test by A. B. MacKinnon; 1966-69; Grades K-4; Research Department, Toronto Board of Education.

Subscores: Space; Presence, Activity, and Interaction of People; Drawing the Person; Classroom Constants; Objects and their Relationships.

Education Apperception Test by Jack M. Thompson, Robert A. Sones; c1973; Preschool-Grade 6; Western Psychological Services.

A projective technique developed to assess a child's perception of school and the educative process. Eighteen pictures depicting children in school and school related situations are used to elicit responses in four areas: reaction to authority, reaction toward learning, peer relationships, and home attitude toward school.

The FIRO Scales: VAL-ED by William C. Schutz; c1962-67; Adults; Consulting Psychologists Press, Inc.

Assesses attitudes toward interpersonal relationships in the school among child, teacher, administrator, and the community. Yields scores in the areas of inclusion, control, and affection at both feeling and behavioral levels. Scales relating to the importance of education and the purpose of the school are also provided.

Guidance Inventory by Ralph P. Gallagher; c1960; Grades 9-12; Ralph Gallagher.

Hall Occupational Orientation Inventory: Intermediate Form by Lacy G. Hall; c1976; Grades 3-7; Scholastic Testing Service, Inc.

Designed to complement career awareness/development programs, the inventory consists of school-focused items. Elicits information on 22 personality traits within three areas: Personal Needs, Work Needs, and Work Habits.

High School Attitude Scale by F. H. Gillespie, H. H. Remmers; c1934-60; Grades 7-16; University Bookstore.

Measures student attitude toward high school.

High School Characteristics Index by George G. Stern; c1960-63; Grades 9-12; Psychological Research Center.

Designed to discover characteristics of one's high school. Seven factors extracted from the HSCI scale include: intellectual climate, expressiveness, group life, personal dignity, achievement standards, orderliness, and practicalness.

How I Described My Feelings by Eui-Do Rim, Thomas Biester; Not Dated; Grades 6-12; Eui-Do Rim.

Measures student self-concept and attitude toward school and mathematics.

How I Feel by Leopold E. Klopfer; 1970; Grades 2-3; Leopold E. Klopfer.

Designed to elicit student's attitudes toward their science classes, their study of science, and certain science learning activities. The questionnaire includes two scales: Attitude Toward Science Class and Science, and Anxiety about Science Class.

Interpersonal Effectiveness Diagnosis by Monroe K. Rowland, Jerry Southard; c1973; Kindergarten and Above; Human Development Training Institute.

Measures the degree to which the child's classroom situation meets his interpersonal needs: affection, inclusion, and control. May be group or individually administered. Both Spanish and English versions are available. Based on Schutz **FIRO**.

***JIM Scale** by Jack R. Frymier; c1967; Grades 7-12; Tests in Microfiche, Test Collection.

Provides a measure of student's motivation toward school.

Life Adjustment Inventory by Ronald C. Doll, J. Wayne Wrightstone; c1951; Grades 9-12; Psychometric Affiliates.

Measures pupils' general adjustment to their high school curriculum as well as their feelings of need for additional experiences in 13 specific areas: reading and study skills, communication and listening skills, social skills and etiquette, boy-girl relationships, religion-morals-ethnics, functional citizenship, vocational orientation and preparation, physical and mental health, family living, orientation to science, consumer education, art appreciation and creativity, use of leisure time.

Mathematics Anxiety Rating Scale by Richard M. Suinn; c1972; Grades 13-16; Rocky Mountain Behavioral Sciences Institute.

This screening diagnostic tool measures mathematics anxiety.

Minnesota School Affect Assessment: Form BL by Donald J. Christensen, Andrew Ahlgren; 1971; Grades K-6; Donald J. Christensen.

Designed to facilitate curriculum and instructional planning through the assessment of pupil's attitudes toward school and school subjects.

My Language Arts Class Questionnaire by C. W. Fisher; 1973; Grades 4-6; Educational Evaluation Center, Ontario Institute for Studies in Education.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs. The questionnaire is designed to assess nine aspects of social

climate in language arts instruction groups: diversity, formality, pace, physical environment, friction, satisfaction, democracy, competitiveness, and difficulty.

Objectives-Based Test Collections - Affective Measures: Attitude Toward School (Elementary) by Elaine L. Lindheim, Caren M. Gitlin; c1977; Grades 1-8; Instructional Objectives Exchange.

A set of 22 tests dealing with pupil's attitudes or perceptions in relation to five dimensions: learning, peer social behavior, class operations, classroom physical environment, and school subjects.

Open School Teacher Attitude Scale by Joe D. Cornett, Billy E. Askins; c1975; Adults; Learning Concepts.

Part of a system designed to assist school personnel who are considering implementing or are currently using open education. The scale elicits attitudes of teachers, administrators, and other school personnel toward the basic assumptions of open education.

***Opinionnaire on Attitudes Toward Education** by Henry Clay Lindgren, Ida B. Kelly; circa 1961; Adults; Tests in Microfiche, Test Collection.

Designed to measure the degree of acceptance of child-centered educational policies. Covers three areas of educational policy: understanding students' behavior in terms of its psychological causation, using authoritarian methods to control students' behavior, and emphasizing subject matter vs. emphasizing the learner.

Primary Pupil Reading Attitude Inventory by Eunice N. Askov; 1970; Grades 2-3; Wisconsin Research and Development Center for Cognitive Learning.

Purdue Interview Schedule for Parents of Primary Grade Children by Victor G. Cicirelli; Not Dated; Adults; Victor G. Cicirelli.

Designed to elicit information concerning parent characteristics related to the children's social-emotional and intellectual characteristics. The variables are: achievement aspirations, home learning environment, concern for child's television habits, parent activities, attitudes toward education, attitude toward child, permissiveness, directiveness or restrictiveness, authoritarian attitude, and demographic variables.

Questionnaire of Students' Views of an "Ideal" Student by Bernadette M. Gadzella; c1966; Grades 13-16; Bernadette M. Gadzella.

Designed to elicit students' perceptions of a quality student. The questionnaire lists 26 traits describing the "ideal" student's objectives: knowledge of subject matter; methods of studying reasoning, and evaluation; maturity and health; and relationships with peers, instructors, and community.

Reading Teacher Survey by Eunice N. Askov; Not Dated; Adults; Wisconsin Research and Development Center for Cognitive Learning.

The survey measures attitudes toward individualized reading instruction.

STS Educational Development Series: Advanced Level by O. F. Anderhalter, R. H. Bauernfeind, et. al.; c1963-70; Grades 6.5-9.5; Scholastic Testing Service, Inc.

Subtests are: Your Career Plans, Your School Plans, Your Favorite School Subjects, Non-verbal Ability, Verbal Ability, Reading, English, Mathematics, Science, The U.S.A. in the World, and Solving Everyday Problems.

STS Educational Development Series: Elementary Level by O. F. Anderhalter, R. H. Bauernfeind, et. al.; c1963-71; Grades 4-6; Scholastic Testing Service, Inc.

Subtests are: My Career Plans, My School Plans, My Favorite School Subjects, Non-Verbal Ability,Verbal Ability, Reading, English, Mathematics, Science, the U.S.A. in the World, and Solving Everyday Problems.

STS Educational Development Series: Primary Level, Complete Battery; Not Dated; Grades 2-4; Scholastic Testing Service, Inc.

Designed to serve the following purposes: to develop a systematic record of each pupil's curriculum likes and dislikes for year to year comparisons, to compare these interests to the pupil's actual achievement scores with his performance on a test of ability that requires no reading, and to compare the pupil's achievements in three

STS Educational Development Series: Senior Level by O. F. Anderhalter, R. H. Bauernfeind, et. al.; c1965-70; Grades 9-12; Scholastic Testing Service, Inc.

Subtests are: My Career Plans, My School Plans, My Favorite School Subjects, Non-Verbal Ability, Verbal Ability, Reading, English, Mathematics, Science, The U.S.A. in the World, and Solving Everyday Problems.

San Diego County Inventory of Reading Attitude; 1961; Grades 1-6; San Diego County Department of Education.*

*Included in: Improving Reading Instruction: An Invention of Reading Attitude." **Monograph** #4, San Diego, California: Department of Education, San Diego County, November 1961.

A Scale to Measure Attitude Toward Any School Subject by Ella B. Silance. H. H. Remmers; c1934-60; Grades 7-16; University Bookstore.

Designed to measure attitude toward specified school subjects.

School Interest Inventory by William C. Cottle; c1959-66; Grades 7-12; Houghton Mifflin Company.

Designed to identify potential dropouts.

School Morale Scale by Lawrence S. Wrightsman, Ronald H. Nelson, Maria Taranto; 1968; Grades 4-9; Lawrence S. Wrightsman.

Subscales are: School Plant; Instruction and Instructional Material; Administration, Regulations, and Staff; Community Support and Parental Involvement; Other Students; Teacher-Student Relationship; and General Feelings About School.

Secondary School Research Program; c1971-73; Grades 9-12 and Adults; Addison-Wesley Publishing Company.

Developed to provide school systems with information on the values, attitudes, expectations, and levels of satisfaction among students, teachers, administrators, graduates, parents, and school board members. The program is in two parts. QUESTA I is administered to new students

and covers four areas: background and characteristics of incoming students, reasons for choosing the school, student and parental hopes and needs in the school experience, and students' expectations about the school. QUESTA II is administered to students, teachers, and administrators who have been in the school at least a year. It deals with three aspects of the school environment: personal characteristics of the people, characteristics of the school itself and peoples' interactions with each other, and the effects of the school experience on students.

Student Attitude Survey by Barbara J. Fulton; c1974; Grades K-12; Evaluative Research Associates, Inc.

Two sets of tests assess student attitudes toward self and others, and toward school and work. Forms A and C are nonverbal picture inventories appropriate for use with primary grade children. Forms B and D provide a verbal assessment of attitudes.

Student Biographical Information Blank by Paul Jay Hansen; c1950-52; Grades 9-12; Paul Jay Hansen.

Describes an individual through information concerning school adjustment, teachers, study habits, home, social life, athletic participation, out of school activities; socio-economic status, health, concept of self, emotional state and attitude toward the biographical instrument.

Student Evaluation Scale by William T. Martin, Sue Martin; c1970; Grades 1-12; Psychologists and Educators, Inc.

A four point rating scale compelted by the teacher. Ratings are based upon actual observation of student's behavior. Measures students' educational and social-emotional responses to school and the academic-social-emotional realm. Subscores are: Educational Response, Social-Emotional Response.

Survey of Reading/Study Efficiency by Frank L. Christ; c1968; Grades 9-16 and Adults; Science Research Associates, Inc.

Emphasis is placed on individual remediation. Subscores are: Study Management (Time Management and Study Environment); Major Course-Related Skills (Study-Reading, Responsive Listening - Notemaking and Classroom Tests); Auxiliary Course Skills (Library Research, Vocabulary and Spelling, and Writing Skills); Attitudes, Interests, and Habits (Reading Habits and Interests, Concentration and Memory, and School Attitudes and Motivation); and Physiological Aspects (General Health, Vision and Act of Reading).

Survey of School Attitudes: Intermediate by Thomas P. Hogan; c1973-75; Grades 4-8; The Psychological Corporation.

Designed to measure student reactions to four major areas of school curriculum: Reading and Language Arts, Mathematics, Science, and Social Studies.

Survey of School Attitudes: Primary by Thomas P. Hogan; c1973-75; Grades 1-3; The Psychological Corporation.

Designed to assess pupil's reactions to four major areas of the school curriculum: Reading and Language Arts, Mathematics, Science, and Social Studies.

Survey of Study Habits and Attitudes, High School Form, 1967 Edition by William F. Brown, Wayne H. Hotzman; c1953-67; Grades 7-12; The Psychological Corporation.

Yields scores on delay avoidance, work methods, study habits, teacher approval, education acceptance, study attitudes, and study orientation.

***Teacher Attitude Inventory** by Joanne Rand Whitmore; c1974; Adults; Tests in Microfiche, Test Collection.

Designed to assess teachers' attitudes in relation to educational issues and teaching decisions and to identify representatives of two distinct teaching styles: traditional teacher-centered teaching and experimental student-centered teaching. Subscales are: Controlling, Rigidity, Individualism, and Professionalism.

Diagnostic Tests for Teachers

***Behavioral Objectives Writing Skills Test** by Diane Lapp; c1970; Adults; Tests in Microfiche, Test Collection.

Designed to provide an estimate of the elementary teacher's ability to write behavioral objectives for each of four hypothetical classroom settings.

Diagnostic Teacher Rating Scale by Sister Mary Amatora; c1938-52; Grades 4-12; Educators'-Employers' Tests and Service Associates.

Designed as a measure of teacher-ratings by students. Check list categories include: liking for teacher, ability to explain, kindness, friendliness, and understanding, fairness in grading, discipline, amount of work required, and liking for lessons.

Hunter's Teacher Report Card by Elizabeth Hunter; 1972; Grades: K-12; Elizabeth Hunter.

Designed to provide feedback to teachers about their pupils' thoughts and feelings about school and the teacher.

Multiple Choice Items for a Test of Teacher Competence in Educational Measurement by Samuel Mayo; c1962; Grades 13-16+; National Council on Measurement in Education.

Covers: History of Testing, Sources of Information, Test Selection, Standardized Tests; Essay Testing, Observation and Rating, Test Planning, Item Writing, Test Administration, Test Scoring, Statistical Techniques, Derived Scores, Reliability, Validity, Item Analysis, Score Interpretation, Norms, Intelligence Tests, Interest, Attitude, Users of Tests, and Marking Systems.

My Thoughts: A Self Evaluation Instrument by Edward T. Richardson; 1975; Adults; Tests in Microfiche, Test Collection.

Designed as a method by which teachers may rate themselves in each of 13 areas. These areas are characteristics, considered representative of the "talented teacher."

Phonics Test for Teachers by Dolores Durkin; c1964; Adults; Teachers College Press.

Designed to help teachers and student teachers identify what they know and do not know about specific phonics content. It is of particular value in reading methods courses, in-service training programs, and workshops in reading. Subscores are: Syllabication, Vowels: Long and Short, Vowel Generalization Sounds of **C** and **G**, Sounds of **Y**, Digraphs, Diphthongs, Sounds of **OO**, Sounds of **QU**, Sounds of **X**.

Profile of Interaction in the Classroom by David B. Crispin; c1969; Range - Can be used in any classroom situation; Association for Productive Teaching.

A method of recording and analyzing teacher-pupil interaction. Teacher behaviors observed are: the use of praise and encouragement; the acceptance of ideas; the use of questions; Lectures; and orientation; giving directions; making commands; accepting the students' feelings; and the use of criticism. Student behaviors observed are: self-initiated behavior, Silence or Confusion, and Response to the teacher.

Teacher Competency Development System; c1973; Ages: Teachers; Prentice-Hall, Inc.

A diagnostic test and a mastery test based on a 26-booklet series on teaching skills and techniques.

Teacher Self-Rating Inventory by Harold F. Burks; c1971; Adults; Arden Press.

Designed to enable a teacher to evaluate himself or be evaluated on the following characteristics: promoting good pupil-pupil relations; promoting good pupil-teacher relationships; maintaining pupil enthusiasm; establishing good teaching techniques; maintaining good personal characteristics; creating a good classroom environment; promoting good teacher-parent relations; establishing good pupil evaluation; and promoting good staff relations.

The Teaching Evaluation Record by Dwight E. Beecher; c1953-56; Adults; Educators Publishing Company.

Designed to provide a comprehensive guide for diagnosis and supervision as well as to make possible reliable ratings of teaching effectiveness.

Measures of Occupational Attitudes and Job Satisfaction

ACT Career Planning Program; 1971-Present; Grades 12-14; American College Testing Program.

A guidance-oriented program which collects and summarizes student reactions, feelings, and perceptions relevant to career counseling and planning. The **Career Plannng Profile,** the instrument used to collect information, consists of three parts: (1) Vocational Interest Profile; Subscales in Science, Health, Arts and Humanities, Social Service, Business Contact, Business Detail, Trades and Technical (2) Ability Measures: Reading Skills, Mathematics Usage, Language Usage, Mechanical Reasoning, Clerical Skills, Space Relations, Numerical Computation, and Nonverbal Reasoning (3) Student Information Section: Educational and Vocational Plans, Student Concerns, Work Orientation, Career-Related Competencies, and Biographical Information.

Employee Survey by K. R. Rowell; c1970; Adults; Organizational Tests, Ltd.

A measure of attitudes toward the organization. Designed for use with workers, not supervisors or managers. Subscores are: Working Conditions, View of Upper Management, View of Supervision, Work Relationships, Psychological Satisfactions, Communications, Company Image, and Financial Rewards. (830214)

Managerial Diagnostic Test by August William Smith; c1972; Adults; August William Smith.

Designed to assess the attitudes, habits, and practices of individuals as managers. Provides an indication of an individual's managerial style. (007543)

Managerial Scale for Enterprise Improvement by Herbert A. Kaufman, Jr.; c1955; Adults; Psychometric Affiliates.

A measure of management morale or job satisfaction. (003499)

Organizational Climate Index by George G. Stern; c1958-63; Adults; Psychological Research Center.

Designed as a measurement of generalized organizational climate. Seven factors extracted from the need press scale include: intellectual climate, expressiveness, group life, personal dignity, achievement standards, orderliness, and practicalness. (002541)

***Organizational Frustration Scale** by Paul E. Spector; 1975; Adults; Tests in Microfiche, Test Collection.

Designed to measure the frustration experienced by an individual in a job. Frustration is defined as the interference with an ongoing overt or covert response sequence. (004931)

SRA Supervisory Index by Norman Gekoski, Solomon L. Schwartz; c1960-69; Adults; Science Research Associates, Inc.

An attitude inventory designed to assess supervisor's ability to deal effectively with human relations problems. Yields scores for attitudes toward top management, attitude toward duties and responsibilities of supervisor, attitude toward subordinate, and human relations practices. (004837)

A Scale for Measuring Attitudes Toward Any Vocation by H. H. Remmers, Harold E. Miller; c1934-60; Grades 7-16; University Bookstore.

Measures attitude toward specified vocations. (002772)

Supervisory Human Relations by E. Keith Stewart, W. J. Reddin; c1970; Adults; Organizational Tests Ltd.

A measure of attitudes toward others. Topics covered are: relations with superiors, coworkers, and subordinaters. (830218)

Survey of Attitude Toward Autonomy by James O. Mitchell, James Rollo, Olin W. Smith, Patricia C. Smith; c1975; Adults; Bowling Green State University.

Designed to measure attitude toward individual control of work. (007763)

Survey of Individual Goal Orientations by Patricia C. Smith; c1975; Adults; Bowling Green State University.

Designed to investigate the phenomenon of goal setting, primarily in the work setting. (007764)

Temperament and Values Inventory by Charles B. Johansson, Patricia L. Weber; Not Dated; Grades 8-Adults; NCS Interpretive Scoring Systems.

Either group or self administered, this instrument is designed as an aid in vocational and career counseling. The Temperament Scale consists of seven bi-polar characteristics considered relevant to career choice: Quiet-Active, Attentive-Distractible, Serious-Cheerful, Consistent-Changeable, Reserved-Sociable, Reticent-Persuasive, Reward Value Scales measure importance of various career-related reinforcers: Social Recognition, Managerial/Sales Benefits, Leadership, Social Service, Task Specificity, Philosophical Curiosity, and Work Independence. May be used alone or in conjunction with interest inventories and ability tests. (008511)

Vocational Development Inventory: Research Edition by John O. Crites; c1966; Ages: 11½ - 17½; John O. Crites.

Measures maturity of vocational attitudes in adolescence. Consists of an attitude scale and a competence test yielding 5 scores: self-appraisal, occupational information, goal selection, planning, and problem solving. (005571)

Attitudes Toward Curriculum

The Background Questionnaire for Teachers; 1973; Ages Adults; Educational Evaluation Center, Ontario Institute for Studies in Education.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs. The questionnaire elicits information on background characteristics, teaching experience, preparation for present assignment, professional development, perceptions of the physical characteristics of the school, program planning, privacy and noise levels, and resource utilization.

Curriculum Accommodation Questionnaire by John A. Jones; Not Dated; Ages Adults; John A. Jones*. (Available from ERIC Document Reproduction Service (EDRS).

*Included in: Jones, John A. "Validation of the Curriculum Accomodation Questionnaire" Document ED 091-436.

A self-report instrument based on ten propositions designed to detect attitudes and values that influence teacher innovativeness. The propositions pertain to: curriculum and society, dynamic job situation, sense of responsibility to groups, philosophy, importance of subject matter, control of student behavior, impunity from criticism, moral relativism, student activity orientation, and basis for judging children.

Evaluation Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems by W. R. Fulton—Revised by Kenneth L. King; c1969-70; Ages Adults; Association for Educational Communications and Technology.

Facilitates evaluation of Educational Media Programs by providing useful guidelines for making judgments on elements of the program.

Illinois Tests in the Teaching of English—Knowledge of Language: Competency Test A by William H. Evans, Paul H. Jacobs; c1969-72; Ages Adults; Southern Illinois University Press.

A criterion-referenced test assessing teachers' attainment of objectives based on professionally—established criteria. The test covers: the Functioning of language, the principles of semantics, systems of English grammar, the history of the English language, including its phonological, morphological, and syntactic changes, and concepts about levels of usage and dialectology.

Illinois Tests in the Teaching of English—Attitude and Knowledge in Written Composition: Competency Test B by William H. Evans, paul H. Jacobs; c1969-72; Ages Adults; Southern Illinois University Press.

Assesses teachers' attitude or philosophy concerning the teaching of written composition and teachers' ability to: recognize characteristics of good writing, perceive the complexities of composing, and recognize and analyze the strengths and weaknesses of a composition, and communicate this analysis effectively. The test objectives are based on professionally established criteria.

Illinois Tests in the Teaching of English—Knowledge of Literature: Competency Test C by William H. Evans, Paul H. Jacobs; c1969-72; Ages Adults; Southern Illinois University Press.

A criterion-referenced test designed to assess teachers' familiarity with: patterns of development of English and American literature, major authors from various genres and periods, literature concerning minority groups, both ancient and modern major works of literature, major critical theories and schools of criticism, literature suitable for adolescents.

Illinois Tests in the Teaching of English—Knowledge of the Teaching of English: Competency Test D by William H. Evans, Paul H. Jacobs; c1969-72; Ages Adults; Southern Illinois University Press.

Designed to assess teachers' familiarity with various aspects of the teaching of English. These include: learning processes and adolescent psychology; the content, instructional materials and organization of secondary English programs, concepts of the role of English in the total school program, and principles of curriculum development in English; professionally-endorsed methods of teaching English, ways to select and adapt methods and materials, and ways to develop assignments; corrective and developmental reading techniques; professionally endorsed principles of evaluation and test construction.

Inventory of Teacher Knowledge of Reading: Revised Edition by A. Sterl Artley, Veralee B. Hardin; c1975; Ages Adults; Lucas Brothers Publishers.

Designed to assess teacher's understanding of the reading act and methods of teaching reading. It is intended for use with elementary school teachers and college students in methods courses.

Reading Teacher Survey by Eunice N. Askov; Not Dated; Ages Adults; Wisconsin Research and Development Center for Cognitive Learning.

Measures attitudes toward individualized reading instruction.

Scales for Appraising High School Homemaking Programs by Clara Brown Arny, Sara Blackwell; c1953; Grades 9-12 and Adults; University of Minnesota Press.

The scales provide for the evaluation of the curriculum, reference and illustrative materials, and space and equipment. It may be completed by pupils, teachers, community members, and administrators.

Social Science Observation Record by J. Doyle Casteel and Robert Stahl; c1973; Ages Adults; J. Doyle Casteel.

A systematic observation instrument useful to teachers in planning, implementing, and analyzing classroom verbal and non-verbal behaviors. The record contains 17 categories in four realms: Subject-Centered (Topical, Empirical, Interpretive, Defining, Clarifying), Teacher-Centered (Infirming, Commentary, Dissonant, Interrogative, Confirming), Man-Centered (Preferential, Consequential, Critical, Imperative, Emotive), and Non-Verbal (Silence, Confusion).

Attitudes Toward Educational Techniques

Inventory of School Openness by Joe D. Cornett, Billy E. Askins; c1975; Ages Adults; Learning Concepts.

Part of a system designed to assist school personnel who are considering implementing or are currently using open education. The Inventory is designed to assess the degree of openness

existing in a given school environment. Systematic observations are made of behaviors in six categories: student behaviors, teacher behaviors, organization and administration, curriculum and materials, evaluation, and physical environment.

The Ohio Teaching Record: Anecdotal Observation Form: Second Revised Edition; c1945; Ages Adults; College of Education, Ohio State University.

Materials of Instruction; Function of Subject Matter; Methods of Instruction; Effectiveness of Methods and Materials; School-Community Relations; Fostering of Democratic Attitudes and Relationships; Furthering Human Relationships; Expressing in Action a Clearly Formulated Social and Educational Philosophy; Effectively Promoting the Growth and Development of Children; Expressing in Action and Developing in Pupils Effective Personal and Community Relationships.

Open School Parental Attitude Scale by Joe D. Cornett, Billy E. Askins; c1975; Ages Adults; Learning Concepts.

Part of a system designed to assist school personnel who are considering implementing or are currently using open education. The scale elicits parents attitudes toward the basic assumptions of open education.

Open School Teacher Attitude Scale by Joe D. Cornett, Billy E. Askins; c1975; Ages Adults; Learning Concepts.

Part of a system designed to assist school personnel who are considering implementing or are currently using open education. The scale elicits attitudes of teachers, administrators, and other school personnel toward the basic assumptions of open education.

Reading Teacher Survey by Eunice N. Askov; Not Dated; Ages Adults; Wisconsin Research and Development Center for Cognitive Learning.

Measures attitudes toward individualized reading instruction.

Teacher Attitude Inventory by Joanne Rand Whitmore; c1974; Ages Adults; Joanne Rand Whitmore.

Designed to assess teachers' attitudes in relation to educational issues and teaching decisions and to identify representatives of two distinct teaching styles: traditional teacher-centered teaching and experimental student-centered teaching. Subscales are: Controlling, Rigidity, Individualism, and Professionalism.

Teacher Inventory of Approaches to the Teaching of Reading; 1961; Grades 1-6; San Diego County Department of Education.

Purpose of Reading Instruction, Basis of Plan for Reading Instruction, Motivation for Reading, Materials of Instruction, Classroom Organization for Reading, Provision for Direct Reading Instruction, Provision for Supplementary Reading, Place of Skill Development, Place of Vocabulary Development, Provision for Individual Differences, Basis of Evaluation.

Assessment of Organizations or Institutions

Criteria for Assessing School Reading Programs; c1970; Grades Kindergarten-12; Connecticut Association for Reading Research.

Subsocres: Systemwide Background Information, Individual School Background Information, Individual Staff Member Questionnaire, Kindergarten-Preprimary Program, Elementary

Instructional Reding Program, Content-Area Instructional Reading Program, Independent Reading Program, Remedial/Corrective Reading Program, and Summary Evaluations, Commendations and Recommendations.

Diagnosing Organization Ideology by Roger Harrison; c1975; Adults; University Associates Publishers, Inc.

Developed to help individuals compare their organization's values and their personal values with four ideologies or orientations: Power, Role, Task, and Self.

Diagnostic Survey for Leadership Improvement: Form I - Public Schools by David J. Mullen; 1976; Grade 4-Adults; David J. Mullen.

Intended to diagnose the problems which students, teachers, and administrators are having in the communication, control, decision making, interaction-influence, and confidence and trust processes at the teaching, department, school, and system levels.

High School Characteristics Index by George C. Stern; c1960-63; Grades 9-12; Psychological Research Center.

Designed to discover characteristics of one's high school. Seven factors extracted from the HSCI scale include: intellectual climate, expressiveness, group life, personal dignity, achievement standards, orderliness, and practicalness.

Indicators of Quality by William S. Vincent, Martin N. Olsen; c1969-72; Open Range; Vincent and Olsen School Evaluation Services.

Provides quantitative measure of school quality by means of observation of critical behavior within the classroom. It is based on four characteristics of internal school behavior that are judged to be basic to quality: individualization, interpersonal regard, creativity, and group activity.

Organization Health Survey by P. T. Kehoe, W. J. Reddin; c1970; Adults; Organizational Tests, Ltd.

The test measures the attitudes of managers toward the organization. Subscores are: Goals, Leadership, Organization, Structure, Communication, Conflict Management, Psychological Contract, Human Resource Management, and Creativity.

Organizational Conflict Instruments by Afzalur Rahim; 1978; Adults; Afzalur Rahim.

Two measures of organizational conflict. The Indices of Conflict Handling Style ask the respondent to indicate how conflicts with superiors, peers, and subordinates are handled. The Indices of the Amount of Conflict measure how much conflict exists.

Pennsylvania Educational Quality Assessment Teacher Questionnaire; 1977; Adults; Richard L. Kohr.

This survey consists of 50 items, designed to evaluate teacher satisfaction, perception of school problems, perception of school and district administration, self-perception, and personal use of classroom practices considered innovative.

Profile of a School by Jane Gibson Likert and Rensis Likert; c1977-1978; Grades K-12; Rensis Likert Associates, Inc.

Questionnaires for students, teachers, counselors, principals, central staff, superintendent, school board, parents, and support staff focus on current behavior and organizational practices within a school system.

Profile of Organization Characteristics by Rensis Likert; c1978; Adults; Rensis Likert Associates, Inc.

A means for employees to briefly describe the management system in use in their organization. Highlights organizational characteristics in such areas as leadership, motivation, communication, decision making, goals and control.

Purdue Teacher Opinionnaire by Ralph R. Bentley, Averno M. Rempel; c1964-1970; Adults; University Bookstore.

A measure of teacher morale. Factors are: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

School Survey of Interpersonal Relationships by Joe Wittmer; c1971; Remediation Associates, Inc.

A perceptual inventory designed to measure the interpersonal climate in a particular school as perceived by teachers. In addition to Total, Cognitive and Affected Scores, seven subscores can be tallied: Teacher/Principal, Teacher/Teacher, Teacher/Counselor, Teacher/Other, Non-Teaching Staff, Teacher/Self, Teacher/Students-in-General, and Teacher/Different-Type-Students.

The Survey for Administrators by Morris I. Stein; c1959-60; Adults; Morris I. Stein.

Designed to assess the opinions of top administrators on various factors that are critical to the effective management of research organizations. The Survey covers: description and evaluation of the company, evaluation of auxiliary services, encouraging and promoting creative work, and enumeration and evaluation of rewards.

Thinking About My School by Joanne Rand Whitmore; c1974; Grades 4-6; Tests in Microfiche, Test Collection.

Designed to measure student perception of the school environment. Subscales are: Power, Social, Work, Teachers, and Liking for School.

Trouble Shooting Checklist for School-Based Settings by Brad A. Manning; 1976; Adults; Brad A. Manning.

Designed to measure an organization's potential for successfully adopting and implementing educational innovations. Subscales are: School-Based Staff, Communications, Innovative Experience, Central Administration, School/Community Relations, Organizational Climate, and Students.

Publisher Addresses

Addison-Wesley Publishing Company
South Street
Reding, Mass. 01867

American College Testing Program
P. O. Box 168
Iowa City, IA 52240

Dr. Marshall N. Arlin
Department of Educational Psychology
University of British Columbia
Vancouver, B.C., Canada V6T 1W5

Arden Press
8331 Alvarado Drive
Huntington Beach, CA 92646

Association for Educational Communications and Technology
Formerly Dept. of Audiovisual Instruction
A National Affiliation of National Education Association
1201 16th Street N.W.
Washington, DC 20036

Association for Productive Teaching
1966 Benson Avenue
St. Paul, MN 55116
612-690-2401

Donald G. Barker
Texas A and M University
College Station, TX 77843

Bowling Green State University
Bowling Green, OH 43403

Careers Research and Advisory Center
Bateman Street
Cambridge, CB2 1LZ England

J. Doyle Casteel
Box 2468, Norman
University of Florida
Gainesville, FL 32601

Center for the Study of Evaluation
Dissemination Office: ESTE
145 Moore Hall
University of California
Los Angeles, California 90024

Child Development Research and Evaluation Center (Southwest)
University of Texas
Austin, TX 78701

Donald J. Christensen
Independent School District 196
14445 Denmark Avenue West
Rosemount, Minnesota 55068

Dr. Vincent G. Cicirelli
Department of Developmental Psychology
Stanley Coulter Annex
Purdue University
West Lafayette, Indiana 47907

Cincinnati Public Schools
Division of Research and Development
230 East Ninth Street
Cincinnati, Ohio 45202

Dr. Arthur W. Combs
Professor of Education
College of Education
University of Florida
Gainesville, Florida 32601

Connecticut Association for Reading Research
c/o Mrs. Nora D. Adams
269 Academy Road
Cheshire, CT 06410

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Altok, CA 94306

John O. Crites
9318 Cherry Hill Road
Apartment 3
College Park, MD 20740

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, CA 92107

Educational Evaluation Center
The Ontario Institute for Studies in Education
Department of Measurement and Evaluation
252 Bloor Street West
Toronto 5, Ontario, Canada

Educational Improvement Center
Halko Drive
Cedar Knolls, New Jersey 07927

Educational Research Council of America
Rockefeller Building
614 Superior
Cleveland, OH 44113

Educational Skills Development, Inc.
179 East Maxwell Street
Lexington, KY 40508

Educators'-Employers' Tests and Service Associates
120 Detzel Place
Cincinnati, OH 45219

Educators Publishing Company
97 Hodge Avenue
Buffalo, NY 14222

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P. O. Box 190
Arlington, VA 22210

Evaluative Research Associates, Inc.
8444 Florissant Road
St. Louis, Missouri 63121

R. W. Faunce
Director of Research
Research and Evaluation Department
Educational Services Division
807 N.E. Broadway
Minneapolis, MN 48104

Dr. Ann Fitzgibbon
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Florida Educational Research and Development Council
College of Education
University of Florida
Gainesville, Florida 32601

Bernadette M. Gadzella
Department of Psychology
East Texas State University
Commerce, TX 75428

Ralph P. Gallagher
613 North Mountain Avenue
Bound Brook, NJ 08805

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Loyde W. Hales
College of Education
Ohio University
Athens, OH 45701

Paul J. Hansen
Department of Secondary Education
College of Education
University of Utah
Salt Lake City, UT

Houghton Mifflin Company
Pennington - Hopewell Road
Hopewell, N.J. 08525

Human Development Training Institute
7574 University Avenue
La Mesa, California 90024

Elizabeth Hunter
Box 803
Hunter College
695 Part Avenue
New York, NY 10021

Institute for Development of Educational Activities, Inc.
5335 Far Hills Avenue
Dayton, OH 45429

The Instructional Objectives Exchange
Box 24905
Los Angeles, CA 90024

The Johns Hopkins University Center for Social Organization of Schools
Johns Hopkins University
Baltimore, MD 21218

Leopold E. Klopfer
Learning Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

Learning Concepts, Inc.
2501 N. Lamar
Austin, TX 78705

John W. Lewis
Winona State College
Winona, MN 55987

Lucas Brothers Publishers
909 Lowry
Columbia, MO 65201

Brad A. Manning
The Research and Development Center for Teacher Education
The University of Texas
Austin, TX 78712

Monitor
P. O. Box 2337
Hollywood, CA 90028

David J. Mullen
College of Education
University of Georgia
Athens, GA 30602

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
440 Park Avenue South, 6th Floor
New York, NY 10016

National Auxiliary Publications Service
Microfishe Publication
Division of Microfishe Systems Corp.
4 North Pearl Street (F)
Portchester, N.Y. 10573

National Council on Measurement in Education
1025 Fifteenth Street, NW
Washington D.C. 20005

National Institute for Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

NFER Publishing Company Ltd.
Darville House
2 Oxford Road East
Windsor, Berks, SL4 IDF, England

Ohio State University
Publications Sales and Distribution Office
2500 Kenny Road
Columbus, OH 43210

The Ontario Institute for Studies in Education
Department of Measurement and Evaluation
252 Bloor Street West
Toronto 5, Ontario, Canada

Organizational Tests Ltd.
P. O. Box 324
Fredericton, New Brunswick, Canada

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

The Psychological Corporation
757 Third Avenue
New York, N.Y. 10017

Psychological Research Center
Syracuse University
Syracuse, NY 13210

Psychologists and Educators Inc.
Suite 212
211 W. Stat Street
Jacksonville, Ill. 62650

Psychometric Affiliates
Box 3167
Munster, Ind. 46321

Purdue Educational Research Center
Purdue University
360 State Street
West Lafayette, IN 47906

Afzalur Rahim
Associate Professor, Management Department
School of Business Administration
Youngstown State University
Youngstown, OH 44555

The Reading Clinic
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122

Remediation Associates, Inc.
P. O. Box 355
Linden, NJ 07036

Rensis Likert Associates, Inc. (RLA)
630 City Center Building
Ann Arbor, MI 48104

Research Department
Toronto Board of Education
155 College Street
Toronto 2B, Canada

Eui-Do Rim
Research for Better Schools, Inc.
Suite 1700
Philadelphia, PA 19103

Rocky Mountain Behavioral Science Institute
P. O. Box 2037
Fort Collins, CO 80521

David Sadker
Schools of Education
The American University
Washington, DC 20016

San Diego County
Department of Education
6401 Linda Vista Road
San Diego, California 92111

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Ill. 60106

Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Ill. 60606

Southern Illinois University Press
Box 3697
Carbondale, IL 62901

Test Collection
Educational Testing Service
Princeton, New Jersey 08540

University Associates, Inc.
7506 Eads Avenue
La Jolla, CA 92037
714-454-8821

University Bookstore
Purdue University
360 State Street
West Lafayette, Ind. 47906

University of Minnesota Press
2037 University Avenue Southeast
Minneapolis, MN 55455

Vincent & Olson
School Evaluation Services
Box 22
Salisbury, CT 06068

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Westinghouse Learning Corporation
100 Park Avenue
New York, New York 10017

Joanne Rand Whitmore
Department of Psychology
Peabody College for Teachers
Nashville, TN 37203

Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

Lawrence S. Wrightsman
George Peabody College
Box 512
Nashville, TN 37203

ERIC COLLECTION

Staff

ED021779 08 SP001505

Changing Teacher Morale: An Experiment in Feedback of Identified Problems of Teachers and Principals. Final Report.

Bentley, Ralph R.; Rempel, Averno M.

Purdue Univ., Lafayette, Ind. Div. of Education.

This 2-year study attempted to determine whether feedback to teachers and principals about problems and tensions existing in their schools can be effective in changing morale for (1) teachers generally, (2) vocational teachers, (3) and nonvocational teachers. Relationships between teacher morale and such factors as age, sex, teaching experience, level of education, and major field were also examined. Included are a 16-item bibliography; 17 statistical tables; 13 comparison graphs; the Purdue Teacher Opinionnaire; a sample of feedback profiles; and a list of cooperating schools, principals, and superintendents. (JS)

ED102719 EA006840

The Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers.

Mallery, David

National Association of Independent Schools, Boston, Mass.

The thesis of this document is that evaluation of teachers and administrators should include the identification of strengths and the furthering, developing, and extending of them. Evaluation is examined from the point of view of heads of schools, teachers, parents, and students and concrete steps toward a good evaluation are suggested. A supplement contains bibliographies and evaluation instruments. (Author/MLF)

EJ176970 AA527776

Teaching Styles of Vocational Teachers Judged as More and Less Competent

Tuckman, Bruce Wayne; Fabian, Morris S.

Journal of Experimental Education, 46, 1, 5-10 F 77

This study evaluates vocational teachers and four dimensions of teaching style identified by Tuckman (1974) as creativity, dynamism (dominance plus energy), organized demeanor (organization plus control), and warmth and acceptance. The intent is to find whether supervisor ratings of teaching competency, whether structured or unstructured, in fact reflect the "bias" of the field. (Author/RK)

ED160662 TM007970

The Teaching Events Stress Inventory.

Cichon, Donald J.; Koff, Robert H.

The Teaching Events Stress Inventory was designed to measure the degree of stress caused by thirty-six events associated with the teaching profession.

ED143135 95 EA009869

The Norm of Teacher Autonomy/Equality: Measurement & Findings.

Packard, John S.

Oregon Univ., Eugene. Center for Educational Policy and Management.

As part of a larger investigation of the effects of introducing a formal unit structure into elementary schools, an attempt was made to predict in which of the newly unitized schools teachers would first show an increase in task interdependence. The measure is useful for organizational studies of the school. Its ease of administration and scoring as well as the relationships between the constructs and other organizational variables of theoretical significance suggest the measure might be applied broadly. (Author/IRT)

ED151744 CS003973

Constructing a Test of Teacher's Knowledge of Reading.

Otto, Wayne; Harper, Betty

As part of a larger project on teaching reading, this paper describes the work involved in constructing an effective instrument to evaluate teachers' knowledge of reading pedagogy. Existing tests were reviewed and rejected because of their focus on specific knowledge and diagnostic concepts rather than on measuring the knowledge implicity tied to the concepts of reading.

EJ181505 EA509977

The Lewis Self-Evaluation Scale

Lewis, Florence C.

Phi Delta Kappan, 59, 10, 686-90 Jun 78

The author introduces all the factors that should go into teacher evaluation and then provides a humorous self-evaluation scale. (IRT)

EJ153047 AA524683

Evaluating Teacher Performance with Improved Rating Scales

Manatt, Richard P.; And Others

Presents a 30 item teacher evaluation instrument along with a discussion of its application. (Editor/RK)

EJ163407 AA526105

Review of the Task Force Studying Teacher Competence in Early Childhood

Mallet, Mary

In November 1974, the Department of Education in Alberta appointed a three member Task Force to study the competence of effective early childhood teachers. Discusses the qualifications necessary for being an effective early childhood teacher and guidelines formulated by the Task Force for evaluating teaching skills. (Author/RK)

EJ144022 AA523233

A New Approach in Teacher Selection

Yoder, Walter H.

Illinois School Research, 12, 2, 19-21 W 76

Study obtained data on the effectiveness of the Selection Research, Inc., (SRI) Perceiver in staff hiring procedures. The Purdue Teacher Evaluation Scale was used by students and supervisors to rate the performance of secondary teachers. Conclusions seem to indicate that traditional hiring methods result in hiring teachers as competent as those selected by the SRI Perceiver. (Editor)

EJ118640 AA520739

Are Teachers Ready for the Open Classroom?

Teeter, Ruskin

Clearing House, 48, 9, 552-54 May 74

The open classroom or, for that matter, the alternative school is not for all students or for all teachers. For those who may be considering venturing into this form of educational experience, the author provides a basis for assessing personal suitability for such teaching. (Editor)

EJ086702 SE509432

Checklist for Assessment of Science Teachers and Its Use in a Science Preservice Teacher Education Project

Brown, William R.

Journal of Research in Science Teaching, 10, 3, 243-249 73

Describes the development of two forms of the Checklist for Assessment of Science Teachers and their application to preservice teachers. Reveals that differences in classroom activities and student-teacher relationships are found between the treatment and nontreatment teacher groups, but not in teacher personal adjustment. (CC)

EJ051772 PS501624
Children's Perceptions of a Teaching Team
Whittington, Kathryn D.; Lawler, Patricia R.
Elementary School Journal, 72, 3, 156-60 Dec 71
Purpose of the study was to learn to what extent children made discriminations about teachers on a team. (Authors)

Hunter, Madeline C.
National Elementary Principal, 52, 5, 60-62 Feb 73
Describes a diagnostic teaching performance instrument (TAI) that gives the teacher, the teacher educator, or the supervisor concrete evidence of what the teacher has learned, or needs to learn, and what he is able to apply correctly in the classroom. (Author/MF)

EJ057441 PS501843
Report Cards for Teachers
Hunter, Elizabeth
Childhood Education, 48, 8, 410-1 May 72
An evaluation form is given for teachers to tune in to what their students think and feel about their classroom lives. (Author/MB)

ED079331 TM002929
The Teaching Anxiety Scale (TCHAS(1)-29). Appendix III.
Parsons, Jane S.
Texas Univ., Austin. Research and Development Center for Teacher Education.
The 25-item Teaching Anxiety Scale (TCHAS(1)-29) is provided, together with the Teaching Anxiety Scale (TCHAS(1,2)-25) Item-Pair Directory, showing the correlation between item numbers in the two equivalent forms of the scale. (For related document, see TM 002 928, 930.) (DB)

ED074073 TM002435
Toward Definition and Measurement of Pupil Control Behavior.
Helsel, A. Ray; Willower, Donald J.
An attempt is made to define and measure pupil control "behavior." In order to measure pupil control behavior, an instrument called the Pupil Control Behavior (PCB) Form was developed and tested. The 31 custodial and 34 humanistic items were randomized, and the initial version of the PCB Form was administered in 20 schools in Illinois (13 secondary and 7 elementary). Students described the pupil control behavior of their teacher, counselor, and principal; teachers, counselors, and principals completed the Pupil Control Ideology Form and a personal data sheet. The general hypothesis was supported. (DB)

EJ040661 AA510066
The Diagnostic Rating of Teacher Performance Scale
Stanton, H. E.
Australian Journal of Education, 15, 1, 95-103 Mar 71

ED048095 SP004648
A Way to Evaluate and To Improve Classroom Teaching Effectiveness.
Hayes, Robert B.
Pennsylvania State Dept. of Education, Harrisburg.
This paper reports results of efforts over a 7-year period (1960-67) to determine if the Hayes Pupil-Teacher Reaction Scale is a reliable, valid unidimensional instrument which may be used to measure the attitude of students toward the teaching effectiveness of their teachers. Conclusions were that the Hayes Scale, which takes only a few minutes to administer and to analyze, appears to provide a reliable, reasonably valid way to help teachers improve their teaching. It also possesses some characteristics of unidimensionality. (The instrument is included.) (JS)

ED040152 SP003944

Measuring Teacher Competence. Research Backgrounds and Current Practice.

Bradley, Ruth; And Others

California Teachers Association, Burlingame.

The many studies on teacher competence, usually biased toward specific viewpoints and concerned only with segments of the whole performance, demonstrate the need for a clearer definition. Methods used to determine effectiveness include measurement of pupil gains, job analysis, and pupil ratings of teachers, all subject to inherent fallacies and limitations. The California Definition, published in 1952 by the California Teachers Association, has since been officially adopted by the state and identifies six teacher roles on the basis of the group or individuals with whom the teacher works. An instrument developed at the University of Hawaii, using the California Definition as a base, is described with the suggestion that similar local instruments should be devised. An annotated bibliography is provided, as well as a detailed taxonomy of teacher roles from the California Definition. (This document is realted to SP 003 954, in this issue.) (MBM)

EJ154319 SO505372

Map Reading Proficiency of Elementary Educators

Giannangelo, Duane M.; Frazee, Bruce M.

Journal of Geography, 76, 2, 63-5 Feb 77

Discussed are results of a test which measured elementary educators' map reading skills. Results indicate that elementary educators must improve their skills if they are to provide fundamental map skills to students. (Author/DB)

EJ173468 CS714451

Measurement of Teacher Knowledge of Reading

Narang, H. L.

Reading Horizons, 18, 2, 116-23 Win 78

Reprint Available (See p. vii): UMI

Describes test instruments developed to measure teacher knowledge of reading with regard to specific skills in teaching reading, diagnostic ability, and knowledge of reading practices and instructional techniques. (GW)

EJ040699 TM500327

Development of the Program for Learning in Accordance with Needs Teacher Observation Scale: A Teacher Observation Scale for Individualized Instruction

Quirk, Thomas J.; and Others

Journal of Educational Psychology, 62, 3, 188-200 Jun 71

EJ108432 TM501393

Student Ratings as Criteria for Effective Teaching

Doyle, Kenneth, O., Jr.; Whitely, Susan E.

American Educational Research Journal, 11, 3, 259-74 Sum 74

A rating instrument was administered to students in a multisection beginning language course. "Across-" and "between-sections" data were studied. Results indicated that student ratings overlap with classroom achievement, yet possess a unique component. (Author/RC)

ED039170 SP003834

The Development of an Instrument Designed To Secure Student Assessment of Teaching Behaviors That Correlate with Objective Measures of Student Achievement.

Davidoff, Stephen H.

Philadelphia School District, Pa. Office of Research and Evaluation.

This paper describes the development of a research instrument designed to reveal student assessment of teacher behavior and to determine whether this can be correlated to student gain, as evidenced by pre- and post-test scores in the BSCS Third Quarterly Achievement Test. It is

recommended that the instrument be used in teacher training, in the development of standard definitions of teacher behavior, and to indicate different teaching patterns in relation to class gain. An appendix lists items used in the study and reproduces a student opinion form. Thirty bibliographic references are attached. (MBM)

ED049300 TM000489

Illinois Self-Rating Scale for Student English Teachers (Beginning and Experienced).

Hook, J. N.; And Others

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers, Urbana.

The Illinois Self-Rating Scale was developed to assess the teaching skills, knowledge of English (written composition, literature, oral communication) and personal qualifications of secondary school teachers at different levels of teaching experience. Seven forms, A-G, are available for the rating of student teachers, beginning teachers, and experienced teachers, permitting evaluation by the teacher himself and by a critic teacher, supervisor, and/or school administrator. The scale ranges from one to five, superior to subminimal. (PR)

ED041302 CG005459

Student Perceptions of Teachers - A Factor Analytic Study.

Coats, William D.

American Educational Research Association, Washington, D.C.; Western Michigan Univ., Kalamazoo.

As a result of behavioral science research cited in the introduction, the author concludes that: (1) two basic factors, labeled teacher-centered and student-centered, account for much of the variance in student perceptions of teachers; or (2) a single evaluative dimension may be an almost overwhelming factor in influencing responses to rating scales. It was concluded that teacher charisma is probably a function of teacher effectiveness, but that student ratings would best be used as only one part of a total evaluation package which measured additional variables. The limitations, strengths, and meaning of student reactions to teachers are discussed. A brief description of the work of the Educator Feedback Center is included. (TL)

ED088906 TM003460

Handbook of Evaluation Instruments for Preparing Educational Personnel for the Handicapped.

Borich, Gary D.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Fifty-one instruments obtained from eleven projects are listed in this handbook. The handbook reports and describes these instruments constructed by project staff attempting to identify and disseminate evaluation instruments used to develop, assess, and change procedures for training educational personnel for the handicapped. These instruments are not subject to copyright restrictions. (RC)

Curriculum

ED155657 CS004175

1973-74 ESAA I Pilot Project Assist Evaluation Report.

Lee, Ann M.; And Others

Austin Independent School District, Tex. office of Research and Evaluation.

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. Appendixes present reports on a variety of aspects of the program, including the concept and reading attitudes that were administered to students; pupil attendance; observation of aides; teacher, aide and principal questionnaires; parent, student, teacher, and aide interviews; aides' daily activities; and topics used for staff development. Numerous tables are included in the report and the appendixes. (GW)

ED073127 TM002371

Nongraded Primaries in Action. A Guide for Observing Classroom and Classroom Teaching in Nongraded Schools.

This document is a guide for observing classrooms and classroom teaching in nongraded primary schools. The guide was developed to assess classroom teaching as distinguished from teaching the special area of art, music, etc. Twenty-three items are included in the instrument, which are subsumed under six major headings: I. Identifying Individual Differences; II. Pacing Instruction; III. Materials of Instruction Available; IV. Library Services; V. Adjusting Learning Time; and VI. Classroom Organization. Instructional practices illustrating each category are provided to aid the observer. Directions for the use of the guide are given, and how to complete the rating sheet provided is indicated. (DB)

ED117646 CS002357

Criteria for Excellence in Reading: An Evaluation Scale.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

These criteria for determining excellence in reading programs were designed to focus attention on the substance rather than the form of reading instruction in Pennsylvania. School district evaluators are directed to apply an evaluation scale of zero, indicating an item is not applicable, to five, indicating a high score, to the criteria. Criteria topics and subtopics concern the learner, the staff, the community, instruction, materials, the environment, time, evaluation, and the budget.

ED152694 SP012239

Developing a Teaching Effectiveness Assessment Instrument.

Wotruba, Thomas R.; Wright, Penny L.

A methodology for developing a teaching effectiveness rating instrument is provided which elicits measures in terms decision makers believe important, avoids redundancy, includes items raters are able to rate (as perceived by decision makers), and includes concerned parties in the development of the instrument. It is concluded that a rating instrument that is agreed upon by all as perfect will probably never be found. But, if evaluation of teaching effectiveness is to be carried out, the procedures described should help produce an acceptance and use of the results at least as well or better than any other procedure. (MJB)

ED076615 TM002620

Course Evaluation Schedule, Form B. Manual.

Marshall, Jon Clark

Missouri Univ., St. Louis. School of Education.

This manual describes the construction, administration and interpretation of the Course Evaluation Schedule, designed to assess students' perception of instruction. The inventory is divided into four parts; the first, designed to elicit information about the instructional modes used, is not included in the ratings. The remaining three parts consist of general course ratings, specific statements referring to course characteristics, and specific statements about instructor characteristics.

ED073404 CG007849

The Use of Cases in the Evaluation of Three Counseling Approaches with Elementary School Children.

Palmo, A. J.

The purpose of the study was to explore the effect of parent and teacher consultation used in conjunction with group counseling on the classroom behavior of first, second, third, and fourth grade children. The instruments selected were in conjunctin with the primary purpose of the study; the effect of various counseling approaches on children's classroom behavior. Results suggest that Parent-Teacher Consultation was the most effective strategy used in the modification of classroom behavior and that CASES was the most valid and accurate measure of behavior change. (Author/SES)

EJ024049 EA500763

Materials and Methods of Implementing Curricula: A Swedish Model

Dahllof, Urban

Curriculum Theor Network, 5, 32-48 Spr '70

Focuses upon curriculum reform as a case for the developments of comparative curriculum theory and a comparative theory of empirical evaluation. (Author/DE)

ED157830 SO011040

Comparative Review of Elementary Band Methods. American School Band Directors' Association, Research Committee Reports for the 25th Annual Convention, Cedar Rapids, Iowa, 1977.

American School Band Directors Association, Newark, Ohio.

ED159088 SO011051

Rankings of Social Studies Goals and Perceived Achievement in Two School Districts.

Arnoff, Melvin

The basics of social studies are ill defined because there is little data available on which social studies goals teachers value and which they feel are best achieved. To obtain this data an instrument was developed in two forms.

ED143569 SO010229

An Analysis of Selected Curriculum Materials in Values/Moral Education.

Wright, Ian/Williams, David

Mar 77 88p.

Sponsoring Agency: British Columbia Univ., Vancouver.

A model for analyzing and comparing values education materials is presented. The model is based on other curriculum and evaluation models, such as those proposed by Morrissett and others (1969).

ED142464 SO010156

A Report of a Research Study: A Consensual Validation of Social Studies Objectives, Techniques, and Materials—K-6.

Breiter, Joan

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

The study of elementary social studies curriculum objectives was conducted during 1976-77 among 625 Iowa teachers to determine how teachers think social studies should be taught at the elementary level.

ED135686 SO009776

Social Studies Curriculum and the Elementary Teacher.

Breiter, Joan; Menne, Jack

This study of the traditional elementary social studies curriculum was conducted during 1974-76 in 16 school systems in cities of 10,000 and above population in Iowa and southern Minnesota.

ED129619 SE021483

Science Education Assessment Instrument.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science Education.

Described is an evaluation instrument designed for individual or group use for assessing an overall science curricula. Also included is a Plan of Action form for planning science curriculum improvement based upon the areas of strength and need identified on the profile chart. (SL)

ED153020 08 CE015641

Evaluation. Career Education Dissemination Project. Implementation Booklet #3.

Benson, Arland; Henriksen, Dorothy, Ed.

Roseville Area School District 623, Minn.

Materials contained in this career education implementation guide (one in a series of seven) provide concrete examples of how to evaluate a comprehensive career education program using the approach of applying logic and objectivity to the process of judging the merits of career education activities.

ED034730 SP003405
Improving Educational Assessment & An Inventory of Measures of Affective Behavior.
Beatty, Walcott H., Ed.
Association for Supervision and Curriculum Development, Washington, D.C.
The first half of this publication consists of four papers presented at a 1967 working conference intended to foster the development of a theory of educational assessment.

ED041023# TE001941
Evaluative Criteria: English.
National Study of Secondary School Evaluation, Washington, D.C.
Criteria for a school's self-evaluation of its English program are provided.

ED042228 EA002958
Program Evaluation in Cost Benefit Terms.
Tanner, C. Kenneth
This paper advances a model, called the expected opportunity loss model, for curriculum evaluation. This decision-making technique utilizes subjective data by ranking courses according to their expected contributions to the primary objective of the total program.

ED045538 SO000476
Social Studies Student Inventory.
New England Educational Assessment Project.
The primary purpose of this questionnaire (administered to a large group of students in the six New England states) is to estimate the range of social perceptions held by students as a result of instruction.

ED045537 SO000475
Social Studies Inventory.
New England Educational Assessment Project.
This questionnaire is part of the New England Educational Assessment Project, which seeks to promote greater recognition of the importance of social studies and of the contributions made by social studies teachers to education as a whole. Administered to all secondary social studies teachers in the six New England states, the questionnaire has the primary purpose of providing a stronger and clearer assessment of current objectives of social studies programs.

ED048071 SO000809
Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies.
Turner, Mary Jane
This study is addressed to the individual analysis of 49 packages of materials produced by 42 social science curriculum projects during the 1960's for use by educators in school districts throughout the nation and professional political scientists.

ED150279 08 CE012998
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
Fraser, Larry; And Others
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Designed for use by vocational educators in planning, developing, and implementing a competency-based curriculum is individualized.

ED048922 24 PS004410

The Professional Response.

Rubow, Carol L.; Fillerup, Joseph M.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Teachers in the Tucson Early Childhood Education Model (TEEM) are being encouraged to employ "the professional response". Two TEEM checklists for teacher self-evaluation are appended to this theoretical model of the teacher's role in teacher-pupil interactions. Both checklists may help teachers to develop their own style of professional response. (WY)

ED076355 SE015496

Science Education K-12, Administrator's Planning Guide.

South Carolina State Dept. of Education, Columbia. Office of General Education.

The State Department of Education for South Carolina has prepared this publication to help administrators and curriculum planners in selecting and evaluating science instructional materials for use in their schools.

ED087564 PS007117

The Effects of Structured Instruction on Kindergarten Pupils. Final Report.

Singer, Bernard

Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

The purpose of this study was to investigate the effects of a sequenced, highly-structured direct instruction program in language and reading skills on the intellectual growth, academic achievement, and school adjustment of 303 middle class kindergarten children.

ED118814 CE006348

A Guide for Evaluating Consumer Education Programs and Materials.

Lucht, Linda Lou, Ed.

American Home Economics Association, Washington, D.C.

The booklet was developed by the Committee on Criteria for Consumer Education Programs and Materials of the American Home Economics Association as a guide for the evaluation of consumer education programs and materials and for the development of such materials.

ED120475 CE006774

The Career Education Assessment Guide.

Oregon State Dept. of Education, Salem.

The assessment guide is divided into four major parts: administration, personnel, school and community relations, and curriculum. Each part includes two or more components or elements dealing with various aspects of career education program development.

EJ167226 CE506796

The Career Education Readiness Test

Gray, H. Dean; And Others

The authors describe their Career Education Readiness Test for grades K-6, a series of six subtests.

EJ167203 CE506773

The Development of An Instrument Measuring Values Associated with Work

Mietus, Walter S.

Describes the development of the Maryland Work Value Inventory, designed to obtain research data and also to measure a range of attitudes held by high school students toward work, yielding useful data for subsequent studies. (MF)

EJ147327 SP504920

How Instructional Processes Relate to Child Outcomes in a National Study of Follow Through

Stallings, Jane A.

Relationships between classroom instructional practices and test scores, days absent, and observed child behaviors are examined. (MM)

EJ145562 SP504850
The Development of an Elementary Physical Education Attitude Scale
Cheffers, John T. F.; And Others
Reported are the development and testing of a scale measuring the attitudes of elementary school students toward physical education programs. (GW)

ED123618# CS002705
The Construction of an Instrument to Measure the Attitude of Young Children Toward Reading.
Redelheim, Paul S.
An instrument measuring the attitude of young children (kindergarten through grade two) toward reading was constructed, using photographs, ambiguous as to detail, with each representing a different reading situation.

EJ154522 CE506020
The Development of the Test of Consumer Competencies
Stanley, Thomas O.
Describes a study designed to provide an instrument to measure the amount of cognitive information which students have before and after receiving instruction in consumer education. (HD)

EJ145800 AA523499
Assessment of Exceptional Students at the Secondary Level: A Pragmatic Perspective
Ysseldyke, James E.; Bagnato, Stephen J., Jr.

EJ159892 AA525931
Assessing Attitude Toward Reading in the Junior High School
Craig, William A., Jr.

EJ164045 CS710463
Instruments for Assessing Reading Attitudes: A Review of Research and Bibliography
Summers, Edward G.
Focuses on recent literature related to development of scales for measuring reading attitudes and includes a bibliography. (JM)

EJ154482 AA524857
Measuring Written Expression: Quality Scales and the Sentence
Palmer, William S.
Reviews some of the methods and elements of design used in research concerned with measuring the student's ability in written expression. (Author/RK)

ED110875 95 CG010002
Measuring Psychosocial Maturity: A Status Report. Center for Social Organization of Schools, Report Number 187.
Greenberger, Ellen; And Others
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
The educational community lacks tools for assessing the nonacademic growth of students—their growth as persons and as social beings. This paper describes the development of an attitude inventory based on an interdisciplinary model of psychosocial maturity. The Psychosocial Maturity Inventory, a self-report instrument.

EJ127088 AA521482
The Relationship Between Cognitive Style and School Achievement.

Gray, Jerry L.; Knief, Lotus M.

The purpose of the present study was twofold: (1) to develop a cognitive style instrument of high internal-consistency from items on existing instruments; and (2) to investigate the relationship between cognitive style and school achievement.

ED130137 CE008903

Developing Career Counseling Instruments. A Guidance Handbook.

Wircenski, J. L.

Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.

Guidelines are presented for developing a career counseling instrument which may be used to identify and select students who can best benefit from a particular vocational program.

EJ088495 SE509999

Inquiry Skill Measures

Nelson, Miles A.; Abraham, Eugene C.

Describes the development and testing of an instrument for use at the eighth grade level to measure four science processes; observation, inference, verification, and classification.

ED135173 EC093055

The Intellectually Gifted Student: His Nature and His Needs.

Cherry, Betty S., Ed.

Presented is a manual developed by the Manatee, Florida, program for gifted students which includes three articles describing giftedness, checklists for teachers, a section on identifying characteristics of gifted students, sections on the self concept and minority gifted students, questions and suggestions for parents of gifted students, and information on the IQ.

EJ171199 CG513373

Measuring Vocational Self-Concept Crystallization

Barrett, Thomas C.; Tinsley, Howard E. A.

Journal of Vocational Behavior, 11, 3, 305-12 Dec 77

The Vocational Rating Scale (VRS) is a 40-item self-rating scale which attempts to directly assess the individual's awareness of the degree and nature of patterns in his or her specific vocational selfconcepts.

Students

ED133983 EC092993

The Delaware Function Rater: A Method of Quantifying Classroom Behavior.

Gaynor, John F.; Gaynor, Mary F.

Developed was a student behavior rating system for use by teachers in identifying and assessing behavior problems and as an aid in classroom management.

ED079431 TM003036

Instruments That Measure Self Concept.

Chicago Board of Education; Ill.

Materials are presented that resulted from a search for a measure of self-concept to be used in the evaluation of Project R.E.A.D., a program to improve the quality of education in urban schools.

ED145949 PS009626

Classroom Developmental Assessment: The Link Between Testing and Teaching. Interim Report.

Caplan Arna; McAfee, Oralie

International Training Consultants, Inc., Denver, Colo.

This paper presents a concise non-technical explanation of the process of classroom developmental assessment, a child-centered, classroom-centered multi-dimensional assessment process designed to help teachers find out as much as possible about individual children so that appropriate educational experiences can be planned for each child.

ED107686# 95 TM004500

Acceptance of Ideas of Others Number Form and Star Form.

Masters, James R.; Laverty, Grace E.

Pennsylvania State Dept. of Education, Harrisburg.

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Acceptance of Ideas of Others (Number and Star Forms) were developed to determine pupils' attitudes toward classmates.

ED065172 PS005668

How Children Feel About Themselves: The Achilles Heel of Measurement.

Stern, Carolyn

California Univ., Los Angeles. Early Childhood Research Center.

Two problems related to early childhood are studied: the specification of goals and the problem of measurement. Methods used to study these problems are to define objectives in the affective domain and to develop instruments to measure the attainment of these objectives.

ED149453 EA010270

Understanding and Using the Georgia Principal Assessment System (GPAS).

Ellett, Chad D.

Utah Univ., Salt Lake City. Dept. of Educational Administration.

The Georgia Principal Assessment System (GPAS) is a set of practically administered instruments and procedures for assessing performances of school principals. The instruments and procedures were developed over a four-year period of Project Results Oriented Management in Education (Project ROME) at the University of Georgia. Each of the instruments contains statements of principal performance that have been validated through large-scale research in Georgia. This document provides a brief description of the GPAS and its developmental history, its administration and scoring procedures, and potential school uses of the instruments. (Author/MLF)

ED133371 TM005989

A Handbook for the Evaluation of Classroom Teachers and School Principals.

Saif, Philip S.

Capitol Region Education Council, Bloomfield, Conn.

This handbook, made possible through a Title V grant from the Connecticut State Department of Education, contains job descriptions for teachers and principals and evaluation instruments which serve as initial exemplary models for the school systems throughout Connecticut seeking to improve their staff evaluation programs.

EJ133956 AA522288

Organizational Climate Changes Over Time

Walden, John C.; And Others

Educational Forum, 40, 1, 87-93 Nov 75

The focus of this research was on the question of organizational climate tendencies over time. Andrew Halpin and Don Croft developed the Organizational Climate Description Questionnaire and some of the more important research questions raised in conjunction with its development were examined. (Author/RKO)

EJ156278 AA525018

Where It's Happening: How Teachers Can Evaluate Their Principal

Sanacore, Joseph

NASSP Bulletin, 60, 402, 98-101 Oct 76

At the Hauppauge School District, a committee of educators became involved in a project concerning teacher evaluation of administrators. The committee devised an evaluation instrument in relation to the district's philosophy of education and to the administrator's job

descriptions. Describes the completed instrument. (Author/RK)

Management

EJ165406 CE506659
Manager Assessment: Feedback and Growth
Schwendiman, Gary; Albertus, Dan
Training and Development Journal, 31, 7, 42-46 Jul 77
The Individual Management Profile, developed to improve appraisals of managerial performance by providing feedback from subordinates as well as a self-rating, helped to assess training needs, gave specific suggestions for growth, and measured training effectiveness from on-the-job behavior change in the managers profiled. (MF)

ED123789 88 EA008346
Results Oriented Management in Education. Project R.O.M.E. The Verification and Validation of Principal Competencies and Performance Indicators: Assessment Design—Procedures—Instrumentation—Field Test Results. Volume 3—Instrument Appendix to Accompany Final Report.
Georgia State Dept. of Education, Atlanta; Georgia Univ., Athens, Coll. of Education.
This document represents a complete compilation of instruments used by the University of Georgia Project R.O.M.E. (Results Oriented Management in Education) staff to field test the Georgia Principal Assessment System in order to validate high priority principal competencies and performance indicators during the 1974-75 project year.

ED102719 EA006840
The Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers.
Mallery, David
National Association of Independent Schools, Boston, Mass.
The thesis of this document is that evaluation of teachers and administrators should include the identification of strengths and the furthering, developing, and extending of them. Evaluation is examined from the point of view of heads of schools, teachers, parents, and students and concrete steps toward a good evaluation are suggested. A supplement contains bibliographies and evaluation instruments. (Author/MLF)

ED130458 EA008851
Supervising the Principal.
Plummer, Franklin P.
This report describes a practicum project that developed an evaluation program for an elementary school principal and then attempted to assess the effectiveness of that program.

Community

EJ173494 EA509409
Measuring Community Attitudes Toward Education
Hatley, Richard V.; Croskey, Frank L.
NASSP Bulletin, 62, 415, 59-64 Feb 78
The Measure of Attitudes Toward Education is described in this article. This instrument, which can be used by both educational practitioners and researchers, taps public opinion in three areas: teacher-related issues, organizational efficiency, and administrative effectiveness. (DS)

General

ED155186 TM006998
Secondary School Evaluative Criteria: Narrative Edition. A Guide for School Improvement.

Manlove, Donald C., Ed.
National Study of School Evaluation, Arlington, Va.
The National Study of School Evaluation undertook a major effort to develop new materials for evaluating secondary schools and their programs, resulting in the development of this volume. The school evaluation should take place in three steps: a self-evaluation using this sytem, an evaluation by a visiting committee, and a consideration and follow-up of the evaluation findings by the school. (Author/ BW)

EJ077767 EA503615
Teaching Performance Tests
Popham, W. James
National Elementary Principal, 52, 5, 56-59 Feb 73
As a method of helping teachers evaluate their own instructional performance on the basis of how that instruction affects learners, teaching performance tests may prove a useful ally to the elementary school principal. (Author)

EJ083674 VT505149
Delta Pi Epsilon Research-Award Study
Brown, Betty Jean
Delta Pi Epsilon Journal, 15, 3, 1-14 May 73
A comparison of student and supervisor ratings of high school business education teachers revealed that both types of evaluation are needed to present a complete analysis of teaching performance. (MF)

ED112581 EC073775
Curriculum Research and Evaluation: Implications for Personnel Training.
Bepko, Raymond A.; And Others
Discussed are personnel issues in special education from the perspective of an observational evaluation of an experimental course of study, "Social Learning Curriculum," used with students in 17 intermediate (ages 9 to 14 years) classes for the educable mentally retarded. Included is the 60-item rating scale which was used to evaluate teachers and students for the curriculum objectives of critical thinking and independent action.

ED026318 24 SP002167
Appendix M. Research Utilization and Problem Solving
Jung, Charles
Northwest Regional Educational Lab., Portland, Oreg.
The Research Utilization and Problem Solving (RUPS) Model—an instructional system designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified—is intended to facilitate the development of seven skills fundamental to effective teaching. (Included are rating scales for group growth and a guide by which teachers can rate themselves on the seven fundamental skills. This document and SP 002 155—SP 002 180 comprise the appendixes for the Comfield Model Teacher Education Program Specifications in SP 002 154.) (SG)

EJ077769 EA503619
The Dilemma in Evaluating Instruction
Bolen, John E.
National Elementary Principal, 52, 5, 72-75 Feb 73
Discusses the three vital factors upon which information derived from an evaluatior instrument depends: (1) the criteria by which teaching performance is judged, (2) the reliability and validity of the acquired data, and (3) the comparison of the evidence against the criteria (Author/EA)

ED135636 SE022015

The Development and Implementation of the Levels of Use Observational Inventory (LoUOI): An Instrument to Aid in the Adoption of an Innovation Process.

Colbert, Joel A.

The purpose of this research was to develop and implement an observational instrument to measure the process of innovation adoption as described by the Concerns Based Adoption Model developed at the University of Texas. This model defines seven levels of use of an innovation, ranging from no knowledge of the innovation, through routine use, to looking for better alternatives.

EJ153059 AA524695

Principal, Know Thyself

Butera, Thomas S.

NASSP Bulletin, 60, 401, 84-6 Sep 76

Teachers are evaluated by many different techniques and for many purposes. In most schools, the responsibility for such evaluations rests squarely on the shoulders of the principal. But—who evalutes the principal? (Editor)

ED155186 TM006998

Secondary School Evaluative Criteria: Narrative Edition. A Guide for School Improvement.

Manlove, Donald C., Ed.

National Study of School Evaluation, Arlington, Va.

The National Study of School Evaluation undertook a major effort to develop new materials for evaluating secondary schools and their programs, resulting in the development of this volume.

ED053211 TM000745

Philosophies and School Evaluations: Are They Origins of Hypocrisy?

Heusser, H. Earl, Jr.

This two-part article addresses itself to philosophical and instructional guidelines.

Georgia State Department of Education
Education Improvement Resource Center
Causal Analysis Resources

The following are causal analysis resources which are not found in either of the previous lists but can be obtained from the producers or the State Education Improvement Resource Center:

Dr. Stephen M. Preston
Education Improvement Division
Georgia State Department of Education
Atlanta, Georgia 30334

Career Skills Assessment Program
CSAP of the College Entrance Examination Board
888 Seventh Avenue
New York, N.Y. 10019

Inventory of In-service Math, Science and Reading Needs
William M. Gordon
Associate Professor
Miami University
Oxford, Ohio

Classified List of Generic Teaching Competencies and Their Indicators for Assessing Student and Beginning Teachers
James R. Okey, Gilbert F. Shearron, and Charles E. Johnson
College of Education
University of Georgia
Athens, GA 30602

CURRICULUM—A Decision Game
Albert F. Eiss and David J. Mullen
Innovations, Inc.
Box 847
Carrollton, GA 30117

Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools
Reprint from October 1976 **Phi Delta Kappan**

The School-Community Climate Survey Guide
Ottolee R. Mills, Research Scientist
Center for Improved Education
Battelle
505 Kind Avenue
Columbus, Ohio 43201

Statewide Testing: Using the Test Result
Betty Creech
Georgia Department of Education
State Office Bldg. Room 253
Atlanta, GA 30334

Survey Materials: PET, ITWE, IIN, IIIL
William M. Gordon
Associate Professor of Education
Miami University
Oxford, Ohio 45056

Texas: Career Education Measurement Series
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

part 8

Causal Analysis - Statements To Consolidate Need Areas

The following questions are referred to in Step 6 of the **Users Manual** (p. 33). All of these questions are presented as examples. The core committee should decide which of these relate best to the local situation. Again, the main purpose of these statements (descriptors) is to help relate two or more of the possible need areas (students, staff, management, curriculum, resources, community). They may be seen as over-arching descriptors that bring several areas together.

1. The curriculum is relevant to the needs and interests of the learner.
2. The content is not too difficult for a particular set of learners.
3. Learning styles correlate highly with the instructional strategies.
4. The staff has adequate knowledge of content.
5. Their is administrative support of teachers' decisions.
6. The resources available are relevant to the present curriculum.
7. The resources are correlated with instructional strategies.
8. The content being taught is appropriate to the objectives.
9. Instructional strategies provide appropriate practice for program evaluation.
10. All facilities necessary for program implementation are available.

11. Management provides support in specialized content areas.

12. The leadership is in concert with the teaching philosophy of the staff.

13. The curriculum reflects community needs.

14. The community acts as an active agent (apprenticeships, resources, volunteer) in instruction.

15. The community gives support to the educational environment as PTA, Parent Advisory Board, aides, etc.

16. The test objectives and items are compatible with the district curriculum, at the tested grade level.

17. Teachers are competent to teach the items that surfaced as needs.

18. Sufficient time is devoted to the mastery of the tested material.

19. There is support for teachers by principals or supervisors.

20. The materials to be learned are in the desired sequence and grade level.

21. Materials are not too difficult for a particular set of learners at a prescribed time.

22. No gaps exist in materials or instruction.

23. The curriculum of a particular school takes into account the demographic and ethnic factors to develop program.

24. The district teachers have adequate supervision and policy support to implement programs.

25. The objectives and related content/skills are taught at the proper conceptual level, and by the proper process.

part 9

Product Goals for Education in Georgia (and other sources of Educational Objectives)

PRODUCT GOALS FROM GOALS FOR EDUCATION IN GEORGIA
(Adopted by the State Department of Education, 1970)

The individual . . .

possesses the knowledge and skills of an intelligent consumer of goods and services;

possesses knowledge, understanding and skills pertaining to personal finance and money management;

possesses the ability and desire to use effectively the learning resources of the community;

is aware of the social, economic and political implications of technology;

possesses knowledge of the principle economic, social and political systems of the world;

recognizes the role of the family, religions and community organizations in defining values in a changing society;

possesses the motivation to make the community a desirable place in which to live;

possesses knowledge and understanding of production, distribution and consumption of agricultural and industrial products;

supports the free and voluntary exercise of religious choice.

The individual . . .

possesses the ability to read, speak, write and listen;

possesses knowledge and understanding of mathematics;

possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information;

possesses an understanding of and respect for himself—his abilities, interests, values, aspirations, limitations, and uses this understanding to set personal goals;

possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust to change and the techniques to control change;

values and recognizes creativity as a basic human need;

possesses a personal philosophy of his reason for existence;

knows and practices socially acceptable behavior;

possesses the knowledge, skill, ability and desire for life-long growth in arts of his choice;

possesses the attitudes and skills to pursue learning as a life-long process;

possesses the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources;

possesses a personal value system which maintains individual integrity in group relationships;

possesses the attitudes and personal values that enable him to cope with adversity;

understands and accepts the relationships of rights and responsibilities;

possesses knowledge, understanding and appreciation of his heritage;

possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society;

possesses the ability to make responsible decisions regarding the use of time;

values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effects of drugs, alcohol and tobacco; knows how, when and where to secure medical services; and understands the emotional and social aspects of human sexuality.

should be able to establish warm personal relationships away from the job with neighbors and friends.

The individual . . .

appreciates the value of the occupations of others;

possesses the ability to adjust to changes in human relationships brought about by geographic and social mobility;

possesses the social willingness to live in a racially integrated society;

possesses the ability and desire to participate in community service activities;

possesses the ability to understand and cope with dissent;

possesses a personal value system which emphasizes concern for one's fellow man;

recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated;

possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture;

accepts the responsibility of preserving the rights and property of others;

possesses the ability to identify common goals and to cooperate with others in their attainment.

The individual . . .

understands the structure and functions of local, state and national government;

understands and accepts the responsibilities and privileges of American citizenship;

possesses a commitment to law and understands the processes and purposes of law and the American judicial system;

possesses knowledge and understanding of international relations;

understands freedom as the right to make choices within the framework of concern for the general welfare;

understands the citizens role in decision-making processes of American government and politics;

is committeed to the values defined in The Bill of Rights;

knows and understands concepts of taxation;

possesses knowledge and understanding of current political issues;

considers public office as a public trust;

understands how public education is administered;

is committed to the concept of accountability for the use of public resources;

knows how to secure and utilize community services;

respects the offices of appointed and elected officials;

seeks opportunities to participate in the governmental processes.

The individual . . .

uses knowledge and skills in the arts and sciences to enhance his own natural and physical environment;

possesses an understanding of how technology alters the natural and physical environment;

possesses an appreciation of the beauty of nature;

values and demands the conservation and proper utilization of land and other natural resources;

possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment;

The individual . . .

understands and values the functions, relationships and responsibilities of labor and management in a free society;

possesses knowledge and understanding of workmen's compensation, social security, retirement systems, employment insurance and other employee benefits;

possesses the necessary knowledge of how and where to seek employment and the skills to be able to apply for a job and participate in a job interview;

possesses knowledge and understanding of a wide variety of occupational fields;

possesses a tentative occupational or career goal and an education/training plan to achieve this goal;

is able to function as a follower, co-worker or a leader in work;

possesses pride in workmanship and accomplishment;

respects and cares for the property of his employer and fellow workers;

possesses ability to adjust to changing jobs and job requirements;

recognizes the impact of science and technology on jobs and job requirements;

knows where to obtain additional education and training;

understands and accepts the necessity of avoiding discrimination in employment practices.

The individual . . .

recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life;

uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity, e.g., music, visual arts, drama, woodworking;

possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit;

is able to participate alone or with others in recreational and leisure time activities.

PHI DELTA KAPPA
*These are not in any order of importance

LEARN HOW TO BE A GOOD CITIZEN
A. Develop an awareness of civic rights and responsibilities.
B. Develop skills for productive participation in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of the obligations and responsibilities.

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY
A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political economic, and social patterns of the rest of the world.
C. Develop an awareness of the interdependency of races, creeds, nations and cultures.
D. Develop an awareness of the processes of group relationships.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD
A. Develop ability to adjust to the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identity with the present, and the ability to meet the future.

DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING
A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS
A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

LEARN HOW TO EXAMINE AND USE INFORMATION
A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and process logically.

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING
A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE
A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop a positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities-physical intellectual and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts.)
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self-expression through various media (art, music, writing, etc.).
D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling positive self-worth, security, and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior.
B. Develop the students capacity to discipline himself to work, and play constructively.
C. Develop a moral and ethical sense of values, goals, and processes of free society.
D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

SOME SOURCES OF LISTS OF EDUCATIONAL OBJECTIVES

No matter how conscientious school districts are in identifying and preparing educational objectives, they often risk overlooking important areas due to lack of time and resources. One way to alleviate this problem is for school districts to avail themselves of a variety of organizations which have published lists of educational objectives and goals. Below are some suggested sources of these lists.

Comprehensive Achievement Monitoring
Robert Reilly, Chief, Bureau of School and Cultural Research
University of the State of New York
State Education Department
Albany, New York 12224

CTB/McGraw-Hill
Department of Programs and Services
Del Monte Research Park
Monterey, California 93940

Instruction Objectives Exchange (IOX)
Box 24095
Los Angeles, California 90024

Minnemost Curriculum Project
Wells Hively
Department of Psychology
University of Minnesota
Minneapolis, Minnesota

Southwest Regional Laboratory for Educational Research & Development
4665 Lampson Avenue
Los Alamitos, California 90720

Educational Commission of the States
National Assessment Publications
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80230

Educational Progress
Educational Development Corporation
4900 South Lewis Avenue
P. O. Box 45663
Tulsa, Oklahoma 74145

Training Project
Center for Study of Evaluation (CSE)
145 Moore Hall
University of California at Los Angeles
Los Angeles, California

Richard L. Zweig Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California

Educational Testing Service
Princeton, New Jersey

part 10

Bibliography

NEEDS ASSESSMENT PUBLICATIONS

Publishers of Models

Alameda County Needs Assessment Model (ACNAM). Office of the Alameda County Superintendent of Schools, 685 A Street, Hayward, California 94541.

Atlanta Assessment Project. Instructional Services Center, 2930 Forrest Hill Dr., SW, Atlanta Georgia 30315.

Battelle's Surveys. Center for Improved Education, Battelle Memorial Institute, 505 King Avenue, Columbus, Ohio 43201.

"CSE/Elementary School Evaluation Kit: Needs Assessment". Allyn and Bacon, Inc., Longwood Division, 470 Atlantic Avenue, Boston, Massachusetts 02210.

"CSE Needs Assessment Kit: 1977 Revision". Center for the Study of Evaluation, 145 Moore Hall, UCLA Graduate School of Education, Los Angeles, California 90024.

Dallas Model. Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

Educational Needs Assessment Project. Merrill Area Public Schools, 1111 N. Sales Street, Merrill, Wisconsin 54452, September 1973, pp. 13.

Florida Community College Model. 222 Pontiac Drive, Tallahassee, Florida 32301

Florida Needs Assessment Development Project. Florida Department of Education, Tallahassee, Florida 32301.

"Institutional Goals Inventory (IGI)". Educational Testing Service, College and University Programs, P. O. Box 2813, Princeton, New Jersey 08540.

Mikol, J. "A Mcdel for Needs Assessment: Project E.A.S.T.". Wisconsin: Madison Public Schools, 1973.

Phi Delta Kappa Model. Phi Delta Kappa, Commission on Educational Planning, P. O. Box 789, Bloomington, Indiana 47401.

Project Next Step. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109.

Project Redesign. Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California 94306.

Project Simu-School. Office of the Superintendent of Schools, Santa Clara County, San Jose, California 95110.

PROJECT SWEP. Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

Pupil Perceived Needs Assessment Package. Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pennsylvania 19103.

Quality Education Program Study (QEPS). Office of the Bucks County Superintendent of Schools, Doylestown, Pennsylvania 18901.

"Research and Development Utilization Project". Georgia State Department of Education, 156 Trinity Street, 300-A Education Annex, Atlanta, Georgia 30334.

Rookey, T. Jerome. **Needs Assessment Model: East Stroudsburg**. East Stroudsburg State College, Monroe County, Pennsylvania, May, 1975.

South Carolina Needs Assessment Model. Office of Planning and Evaluation, South Carolina Department of Education, 608 Rutledge Building, Columbia, South Carolina 29210.

Student Reactions to College (SRC). Educational Testing Service, Community and Junior College Programs, Box 2812, Princeton, New Jersey 08540.

Westinghouse Survey. Westinghouse Learning Corporation, P. O. Box 30, Iowa City, Iowa 52240.

Yuskiewicz, V. D. "A Model for Needs Assessment: Precursor to Educational Program Planning". Scranton, Pennsylvania; Intermediate Unit #19, 1974.

Managing Needs Assessment

Bishop, Leslee J. "Causal Analysis Re Instructional Needs". University of Georgia, Department of Curriculum and Supervision, Athens, Georgia 30602.

Brittingham, B. E. & Netusil, A. J. "Parallel Needs Assessment Among Small, Rural Districts as a Basis for Cooperative Planning". Paper presented at AERA National Conference, Chicago, 1974.

Brownlee, R. L. "Needs Assessment: A Position Paper." California: CTB/McGraw-Hill, 1971.

Coffing, R. T. & Hutchinson, T. E. "Needs Analysis Methodology". Paper presented at AERA National Conference, Chicago, 1974.

Davidson, E. O. "Position Paper on Needs Assessment for ESEA Title I Programs". Pennsylvania: Department of Education, 1974.

Dick, Walter and Lou M. Carey. "Needs Assessment and Instructional Design". Florida State University, Tallahassee, Florida.

"Early County Schools Needs Assessment". Early County School System, Blakely, GA.

Educational Needs Assessment in C.E.S.A. Six Local School Districts. State of Wisconsin Department of Public Instruction, Wisconsin Hall, 126 Tangen Street, Madison, Wisconsin 53702, 1973.

English, Fenwick W. and Kaufman, Roger A. **Needs Assessment: A Focus for Curriculum Development,** Washington, D.C.: Association for Supervision and Curriculum Development, 1975.

Evaluation Workshop II: Needs Assessment/Preliminary Version. CTB/McGraw-Hill, Del Monte Research Part, Monterey, California 93940, (408-373-2932), 1973.

Fitzgerald, Peter. "Assessing the Perceived Educational Needs of Students", **Education,** vol. 92, no. 3 (Feb.-Mar., 1972), pp. 13-14.

Hoenes, Ronald L., N. Kemp Mabry and John M. Morris. **District/School - Perceived Needs Assessment Package.** Georgia Southern College, Statesboro, Georgia 30458, 1976.

Needs Assessment Survey. Dallas Independent School District, Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas 75204, 1973.

Needs Assessment in Education: A Planning Handbook for School Districts. State of New Jersey, Department of Education, Division of Research, Planning and Evaluation, 225 West State Street, Trenton, New Jersey 08625, February, 1976.

"Needs Assessment Kit: The Diagnostic and Precriptive Center for Educational Environments". ESEA Title III Project #4545 RESA V 1210 - 13th Street, Parkersburg, W. Va. 26101, 1975.

Needs Assessment: Multi-Media Associates, Education Innovators Press, 1972.

Nix, Jack P. "Needs Assessment Package". Georgia State Department of Education, Division of Program and Staff Development, Office of Instructional Services, Atlanta, Georgia 30334, 1974.

"Pupil Perceived Needs Assessment Package". Research for Better Schools, Inc. 1700 Market Street, Philadelphia, Penn. 19103

Sweigert, Ray L. Jr. "Assessing Learner Needs With Criterion-Referenced Tests: A Working Approach". Atlanta Assessment Project, Atlanta Public Schools, Atlanta, Georgia.

"We the People . . ." School Board of Brevard County, 3205 S. Washington Avenue, Titusville, Florida 32780.

Wentling, Tim L. and Len Albright, **Administrator's Manual for the Identification and Assessment System.** Bureau of Educational Research, University of Illinois at Urbana-Champaign.

Lee, Walter S. "The Assessment, Analysis and Monitoring of Educational Needs". **Educational Technology.** April 1973, pp. 28.

Management System: Needs Assessment Program Worksheets and Handouts. Education Improvement Center-South, Woodbury-Glassboro Road, Pitman, New Jersey 08071, (609-589-3410).

"Massachusetts Educational Assessment Program". Massachusetts Department of Education, Bureau of Research and Assessment, 182 Tremont Street, Boston, Mass. 02111.

Melton, Raymond G. "Applications of Needs Assessment in the Public Schools: Three Case Studies". Newport News Public Schools, Newport News, Virginia.

Mullen, David J., and Mullen, Rosemary C. "A Principal's Handbook for Conducting a Needs Assessment Using the School Program Bonanza Game", **Georgia Association of Elementary School Principals Quarterly,** Athens, Georgia, 11 (1), 1974.

Needs Assessment. Booklets for Developing Evaluative Skills, Number 8. Educational Innovator Press, Box 13052, Tucson, Arizona 85711, 1970, pp. 48.

"Needs Assessment: A Guide to Improve School District Management". American Association of School Administrators, 1801 North Moore Street, Arlington, VA.

Needs Assessment Guidelines. Ohio Department of Education, Division of Planning and Evaluation, Columbus, Ohio.

Data Collection Analysis Techniques

Brown, Frederick Gramm. **Measurement and Evaluation.** Illinois: F. E. Peacock Publishers, 1971, pp. xiv 7 198.

Chertow, Doris S. and Rubins, Sue G., eds. **Leading Group Discussion: A Discussion Leader's Guide.** Syracuse University, New York: Publications Program in Continuing Education, November 1969, pp. 45, ED 033 310.

de Berge, Earl and Jayner, Conrad. "Opinion Polls or How to Ask the Right Questions of the Right People at the Right Time", **Public Management,** December 1966, pp. 322-327.

Eastmond, Jefferson N. **Conducting Public Opinion Surveys for Schools: A "Do-It-Yourself" Activity for Project Next Step.** Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah 84109, September 1971.

Education for the 70's A Survey of Community Opinion About the Tacoma Public Schools. Tacoma Public Schools, Tacoma, Washington, May 1971, pp. 132, ED 053 191.

Holliday, Albert and Goble, Nicholas, "How to Make a Citizens Committee Work." **Pennsylvania Education,** Vol. 3 (July-August 1972): pp. 6-7.

Hyman, Herbert. **Survey Design and Analysis, Principles & Procedures.** Glencoe, Illinois: Free Press, 1955, pp. 421.

Oppenheim, A. N. **Questionnaire Design and Attitude Measurement.** New York: Basic Books, 1966.

Provus, Malcom. M. **Discrepancy Evaluation.** Berkeley: McCutchan Publishing Corporation, 1971.

Shaw, Marvin E. and Wright, Jack M. **Scales for the Measurement of Attitudes.** New York: McGraw Hill, 1967.

Stephen, Frederick and McCarthy, Phillip J. **Sampling Opinions: An Analysis of Survey Procedures.** New York; John Wiley & Sons, Inc., 1958, pp. 451.

Webb, Kenneth and Hatry, Harry P. **Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments.** Publications Office, The Urban Institute, 2100 "M" Street, N.W., Washington, D.C. 20037, 1973, pp. vi and 105, $1.95.

Educational Objectives/Goals

Bloom, Benjamin, et al. **Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.** New York: McKay, 1956.

Boston, B. D. "Educational Goal Setting: A Continuing Paper." Cedar Knolls: Educational Improvement Center of Northwest New Jersey, 1974.

Harrow, Anita. **A Taxonomy of the Psychomotor Domain.** New York: McKay, 1972.

"Institutional Goals Inventory". Institutional Research Program for Higher Education, Educational Testing Service, Princeton, N.J.

Phi Delta Kappa, Commission on Educational Planning, "Educational Goals and Objectives: A Model for Community and Professional Involvement". Bloomington, Indiana. 1972.

"Workshop Packet for Education Goals and Objectives". Phi Delta Kappa, Inc., Commission on Educational Planning, Box 789, 8th and Union, Bloomington, Indiana 47401.